

MISSION STATEMENT

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

GOALS

1. We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.
2. We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.
3. We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.
4. We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.
5. We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.
6. We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.
7. We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

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This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates at:
<http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx>

It is the policy of Clear Creek Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IV of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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Career & Technical Education and Technology Applications	Dana Morgan, Coordinator
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Dyslexia/504	Lisa Hardcastle, Coordinator
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Federal Programs, Grants and Entitlements	Cindy Stamps, Director
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Instructional Technology	Susan Wells, Director
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Library & Media Services	Ty Burns, Director
Mathematics 6-12	Joyce Collett, Coordinator
Military Science	MAJ. (Ret.) Earnest P. Brown, Coordinator
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Safe & Secure Schools	Barry Beck, Director
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Secondary Education	Marlene Skiba, Executive Director
Smaller Learning Communities	Janis Jarvis, Ph.D., Project Manager
Social Studies 6-12	Felicia Andrews, Coordinator
Special Education	Jerry Klekotta, Executive Director
Special Education	Irene Fellows, Assistant Director
Special Education	Jody Bergeron, Coordinator
Student Personnel Services	Suzanne Thomas, Director
Textbook Management	Jill Cook, Coordinator
Visual & Performing Arts	Dean Muths, Director
Visual & Performing Arts	Mary Lou Johnson, Coordinator

Campus Administrators and Counselors

Bayside Intermediate School

4430 Village Way 281-284-0000
League City TX 77573

Jamey Majewski	Principal
TBA	Assistant Principals
TBA	Counselors

Clear Lake Intermediate School

15545 El Camino Real 281-284-3200
Houston TX 77062

Brett Lemley	Principal
Klaus Oglesby	Assistant Principal
Mandy Scott	Assistant Principal
Candy Chuoke	Counselor
Cathy Thornton	Counselor
Julie Wilcox	Counselor

Brookside Intermediate School

3535 East FM 528 281-284-3600
Friendswood TX 77546

Deanna Daws	Principal
Dawn Guillory	Assistant Principal
John Palombo	Assistant Principal Intern
Nancy Walker	Counselor
Annette Williams	Counselor

Clear View Education Center

400 South Walnut 281-284-1500
Webster, TX 77598

Robert Branch, Ph.D.	Principal
Cassie Wiley	Assistant Principal
Karen Sebung	Lead Counselor
Mark Hobson	Counselor

Clear Creek Intermediate School

2451 East Main Street 281-284-2300
League City, TX 77573

Jerry Herd	Principal
Janice Butcher	Assistant Principal
Amy McDonald	Assistant Principal
Stacey Duke-Boyes	Counselor
Kristi Kirkpatrick	Counselor

Creekside Intermediate School

4320 West Main Street 281-284-3500
League City TX 77573

Peter Caterina	Principal
Mary Kay Carlile	Assistant Principal
Troy Scott	Assistant Principal Intern
Sharol Mallett	Counselor
Barbara Williams	Counselor

Campus Administrators and Counselors

League City Intermediate School

2588 Webster Street 281-284-3400
League City TX 77573

Kimberly Brouillard	Principal
Murray Billingsley	Assistant Principal
Alejandro Gonzalez	Assistant Principal
Debbie Santos	Counselor
TBA	Counselor

Victory Lakes Intermediate School

2880 West Walker 281-284-3700
League City TX 77573

Kristi LaMell	Principal
Adam Douglas	Assistant Principal
Jana Hackett	Assistant Principal
Amanda Schmidt	Counselor
Janell Wickham Templeton	Counselor

Seabrook Intermediate School

2401 East Meyer Street 281-284-3100
Seabrook TX 77586

David Williams	Principal
Laurie Briggs	Assistant Principal
Brian Harper	Assistant Principal
Pam Rieves	Counselor
Dawn Wisnoski	Counselor
Jan Larsen	Science Magnet Liaison

Westbrook Intermediate School

302 West El Dorado Blvd 281-284-3800
Friendswood, TX 77546

Lori Broughton, Ph.D.	Principal
Donna Baggs	Assistant Principal
Richard Basile	Assistant Principal
Shelia Holmes	Assistant Principal Intern
Kim Rackowski	Counselor
Thelma Triplett	Counselor
Candace Silcott	WAVE Liaison

Space Center Intermediate School

17400 Saturn Lane 281-284-3300
Houston TX 77058

Susan Carpenter	Principal
Brad Hayes	Assistant Principal
Tim Rogers	Assistant Principal
Tami Fuqua	Counselor
Donna Johnson	Counselor

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Clear Creek Independent School District

Portrait of a Graduate

The Clear Creek ISD portrait of a 21st century graduate reflects the beliefs, goals, and mission of the district. Embedded within the strategic plan, the portrait is reflected by the successful integration of instruction, character development, and technology designed to equip students to demonstrate mastery of the following:

Courage – as demonstrated through:

- a personal code of ethics that is the foundation of a strong character
- the confidence to lead, venture, persevere, and address challenges
- a spirit of confidence and dignity

Collaboration — as demonstrated through:

- ethical leadership
- effective communication and creative problem-solving skills necessary to succeed in increasingly complex social and work environments
- active participation in and responsible contributions to team efforts
- supportive and cooperative interpersonal relationships
- a respectful understanding of diversity

Innovation – as demonstrated through:

- ethical decision-making and conduct
- efficient and effective use of technology to research, organize, evaluate and communicate information
- a heightened sensibility of the connections between the academic world and global issues
- a conscientious recognition of civic rights and environmental obligations
- the enthusiastic application of creativity, originality, and self-expression

Self-Direction – as demonstrated through:

- a strong work ethic
- accountability for personal and professional achievement
- a commitment to the process of learning and establishing a vision for the future
- the continuous improvement and maintenance of mental and physical health
- the development of initiative, flexibility, and adaptability in accepting responsibility for actions
- the ability to initiate change or adapt to changes in personal and professional settings

PROGRAM DESCRIPTIONS

Clear View Education Center

Clear View Education Center Program Design: This program is designed to help students **in grades 7 through 12** achieve academic success in a caring and supportive environment. Clear View serves students who thrive in a small school setting. Students have the opportunity to complete classes and work toward graduation in a smaller learning community setting by using technology and other resources to achieve academic success. Students who wish to come to Clear View must start the process by filling out the application which can be found on the school's website:

http://www.ccisd.net/schools/cvhs_hsapplication.pdf (high school application)

http://www.ccisd.net/schools/cvhs_intapplication.pdf (intermediate school application)

Clear View Eligibility: Students are required to interview and are accepted as space allows. Students must meet all criteria established by the school.

Science Magnet

Science Magnet Program Design: The Science Magnet Program provides unique opportunities for students with a high interest in science. Open to students in grades six through eight from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family science nights and family field trips allow the entire family to become involved with the activities and experiences of the science magnet student.

For further information, visit the CCISD website **http://www.ccisd.net/special_programs_05/sc_mag.html**

Science Magnet Eligibility: All students within the attendance zone boundaries are eligible to apply to attend the Science Magnet Program. Students are admitted to the program as 6th graders. As space allows, additional students may be admitted as 7th or 8th grade students.

English as a Second Language (ESL)

It is the goal of the Clear Creek Secondary English Language Learner (ELL) Program to develop the English fluency of our English Language Learners by providing academic, linguistic, social and cultural support for the ELL student, through English as a Second Language (ESL) and Sheltered Instruction strategies in the core content areas, which may include use of the Sheltered Instruction model. The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies. The program is designed to transition the ELL student with limited English fluency to an advanced level of speaking, listening, reading, and writing within the developmental time frame suggested by the Texas Education Agency.

Special Education Modified Curriculum

Special Education Program Design: Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal (ARD) Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan (IEP). These courses are developed from the student's individualized goals and objectives which are based on the Texas Essential Knowledge and Skills (TEKS).

Special Education Eligibility: Students must be identified as Special Education students.

Clear Horizons Early College High School (for high school students only)

Clear Creek ISD opened **Clear Horizons Early College High School (CHECHS)** campus on the San Jacinto College South campus in August 2007. CHECHS offers highly capable and highly motivated students an opportunity to participate in a challenging and rigorous academic program. Students attend CHECHS campus full time and begin college-level classes in the ninth grade. Taking advantage of dual credit opportunities and a customized high school sequence of courses, students can earn 60 college hours and/or receive an Associates' Degree during their four years of high school. CCISD covers the cost of tuition and books for CHECHS students who are enrolled in college level classes that fulfill high school and college degree requirements.

High School course work at CHECHS is at the PREAP and AP levels; and service learning and internships are required of all students. Students who are interested in applying to CHECHS are encouraged to take PREAP courses in intermediate school to prepare for the rigor of the program. In the spring semester of their 8th grade year, students interested in enrolling at CHECHS will complete an application for admissions to CHECHS and to San Jacinto College South. Students enrolled in CHECHS are expected to commit to the program for their entire four years of high school. Please see the CCISD website for additional information about Clear Horizons Early College High School (www.ccisd.net/ECHS).

Gifted And Talented Programs

OMEGA Program

OMEGA Program Design: Each grade level has a team of teachers trained to work with gifted students. The academic core of the gifted program is language arts, science, and social studies. Opportunities in math are available to fit individual students' needs. The interdisciplinary curriculum is developed to meet the gifted students' special academic needs on their home campus. The OMEGA block consists of all three courses, and all three must be taken in order to be a part of the OMEGA program.

OMEGA Eligibility: All students within the attendance zone boundaries who have been identified by the Clear Creek Independent School District Gifted and Talented Education Program or who have been identified as highly capable in advanced curriculum through application and met eligibility requirements are eligible for interdisciplinary district curriculum.

WAVE GT Magnet

WAVE GT Magnet Program Design: The academic core and other required WAVE courses, based on the research of Joseph Renzulli and Sandra Kaplan, are differentiated, interdisciplinary, and challenging. Advanced level, real-world products and activities are tied to universal themes and other real world issues. Language arts/reading is compacted into one literature based course. WAVE mini-courses provide opportunities for student choice and real-world application. The social and emotional needs of gifted students are addressed on a daily basis. For further information, visit the Clear Creek Independent School District website at:

http://www.ccisd.net/special_programs_05/wave/index.html

WAVE GT Magnet Program Eligibility: All students who have been identified by the Clear Creek Independent School District Gifted and Talented Education Program are eligible to apply to the WAVE GT Magnet. A student must also score 9 points or above on the WAVE Language Arts Compaction Matrix to be eligible for the compacted, interdisciplinary, gifted and talented language arts curriculum offered at WAVE.

Probation Procedures for Gifted and Talented Students:

Probation is for any GT student receiving below a 70-grade average during a nine week grading period in any core class (English/Language Arts, Science, Math, and/or Social Studies). Notification will be provided to the parent so that collaboration and/or interventions may be provided and the student's progress will be monitored.

Probation Procedure:

One or more of the following may initiate the probation procedure: a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Coordinator of Gifted and Talented Programs. A probation committee comprised of three professional staff members with GT Awareness Training will determine specific improvements the student must make within the probation period. A GT Probation Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will re-evaluate.

Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/parent/teacher or for continuous low performance.

Furlough Procedure:

A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- If a student fails the state mandated TAKS test, he/she will be placed on furlough for one year until passing the next year's TAKS test. The committee may consider extenuating circumstances. If the student fails the TAKS test again, he/she will be considered for exit from the GT program.
- If a student fails to meet the terms of his/her probation by failing a core class (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be furloughed from the GT program.
- At the elementary or secondary level, if a student chooses not to participate in the levels of service offered to GT students—GT pullout program and/or Pre-AP/AP/GT courses—he or she will be furloughed from the GT Program.

A WAVE GT Magnet student who is placed on furlough from the GT program will return to his/her home intermediate campus.

At the end of the furlough period, a student will be re-evaluated by a committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit procedures.

Exit is defined as the removal of a GT identified student from the GT Program. This removal can be initiated by a student/parent/teacher or for other supporting circumstances.

Exit Procedure:

A student may be exited from the GT program when the probation or furlough requirements have not been met. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred, screened, and tested for re-entry into the GT program.

Please Note: Level change requests must follow CCISD guideline outline on page 10.

PRE-ADVANCED PLACEMENT PROGRAM DESIGN

Pre-Advanced Placement (PreAP) courses are courses with challenging content, rigor, and course sequence that prepare students for the option of future PreAP and Advanced Placement (AP) courses offered at the high schools. AP tests are not offered by The College Board for PreAP courses.

PREAP/AP COURSE LEVEL GUIDELINES FOR STUDENTS AND PARENTS

All CCISD students who wish to accept the challenge of a PreAP or an AP course are welcome to participate in the PreAP/AP program. However, students and parents should be aware of the rigor in these courses so that they can make informed decisions regarding course selection. A careful review of the CCISD schedule change and course level change procedures outlined on page 10 should be made prior to making a commitment during course selection. The following guidelines are provided to assist both students and parents in their consideration of these courses:

Academic Considerations

PreAP and AP curricula are written two grade levels above traditional curricula. Instruction is fast-paced and much of the work is done outside of class. Therefore, PreAP/AP students should be independent learners who have demonstrated prior success in the subject area as demonstrated by:

Previous grades in that discipline.

An A or a B in a particular subject indicates that the student has the academic ability to succeed at the PreAP/AP level in that subject.

TAKS scores.

A scale score of 2400 or above on the previous TAKS test in that subject is a good predictor of success in a PreAP/AP class. Students with a TAKS score below 2200 may not have the prerequisite knowledge and skills to be successful.

Lexile and Quantile levels.

Since PreAP/AP curricula are written two grade levels above traditional curricula, Lexile and Quantile reports provided on the TAKS Student Summary Report should be considered. For all PreAP/AP courses, students should be reading at or above grade level, as indicated by their Lexile score. For math and science PreAP/AP courses, Quantile scores should be at or above grade level. **Lexile and Quantile scores are explained on subsequent pages.** For your child's individual Lexile or Quantile scores, refer to his/her TAKS Student Confidential Report.

Performance Considerations

PreAP and AP classrooms are fast-paced and challenging environments, with most lesson preparation done at home. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. PreAP/AP students should be independent learners who demonstrate:

Motivation.

There are several reasons why students take PreAP/AP courses in intermediate and high school. Some want the solid foundation PreAP courses provide as preparation for AP courses. Other students have a love for that discipline and are drawn to the greater depth of knowledge they can obtain by taking PreAP/AP courses. Some students take the courses for a higher GPA or for the opportunity to earn college credit. Whatever the reason, all PreAP/AP students should have the desire to do their best, regardless of the effort required.

The ability to prioritize their time.

Most CCISD students are involved in extracurricular activities or other activities that occur outside the school day. Each PreAP/AP class requires multiple hours of homework each week. Students should be willing and able to invest that kind of time in their PreAP/AP coursework.

A positive attitude toward challenging coursework.

Often students find that PreAP/AP classes require a level of mental activity to which they are unaccustomed. These students should persevere in their commitment to this level of academic rigor and, when faced with challenges, be willing to take necessary steps to succeed in the class (tutorials, study groups, etc). PreAP/AP students should approach problem-solving as an adventure and appreciate learning for learning's sake.

A strong work ethic.

An interactive environment is critical to a successful PreAP/AP experience. Student participation requires good attendance and punctuality. Respecting each other's ideas and taking responsibility for one's own actions and work are also crucial components to success. Students should be able to work well both independently and cooperatively. They should also take pride in their work by completing all assignments on time and creating high-quality products.

Other Considerations

Because of each student's unique personality, life situation, and educational goals, decisions regarding a student's participation in PreAP/AP coursework should be made on an individual basis. The following considerations should also factor into a student's decision when registering for PreAP/AP courses:

Concurrent Enrollment in PreAP/AP courses

Although many students are capable of succeeding in a schedule containing all PreAP/AP courses, students can become overwhelmed by the demands of such a rigorous academic schedule. It is important that parents and students balance academic endeavors with a healthy lifestyle when making decisions regarding course schedules.

Teacher input

The current subject-area teacher is a valuable resource in determining a student's readiness to participate in a PreAP/AP program. Communicating with that teacher before making a final determination is an important part of the decision-making process.

SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS – PREAP/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in PreAP or AP courses. While PreAP/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a PreAP/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in PreAP/AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in PreAP or AP courses.
2. While ARD and Section 504 Committees may wish to consider PreAP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in PreAP or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the PreAP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal distractions
 - Large print, Braille/peer to read aloud
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed:
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a PreAP/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

UNDERSTANDING LEXILES

Lexile scores are now included on each student's TAKS Confidential Student Report. A student's Lexile Score **falls within a range that indicates the grade level at which a student is currently reading.**

The Lexile Framework © for Reading is a scientific approach to measuring readers and reading materials. A key part of the Lexile Framework is a number called the “Lexile” measure. The Lexile measure reflects the difficulty of a text; it also indicates a student’s reading ability.

A Lexile measure for either text or readers is a simple number followed by an “L” (e.g. “850L”) and is placed on a scale that ranges from 200L for a beginning reader to 1700L for advanced readers. All major standardized reading tests, like TAKS, report their results in Lexiles.

Lexile measures do not translate specifically into grade levels, but they can give parents and teachers an idea as to how well a student comprehends what he/she is reading. All PreAP / AP texts are written either at or above grade level. If a student’s Lexile score falls either at or below grade level, he/she will have difficulty taking a PreAP/ AP course. It is important to check the student’s Lexile score in order to make an informed decision concerning his/her class schedule for next year.

Reader Measures (Interquartile Range, Mid-Year)	<i>Grade</i> A student's Lexile Score falls within a range that indicates the grade level at which a student is currently reading.
Up to 300L	1
140L to 500L	2
330L to 700L	3
445L to 810L	4
565L to 910L	5
665L to 1000L	6
735L to 1065L	7
805L to 1100L	8
855L to 1165L	9
905L to 1195L	10
940L to 1210L	11 and 12

For additional information on the Lexile Framework[®] for reading go to www.lexiles.com

UNDERSTANDING QUANTILES

Quantile scores are now included on each student's TAKS Confidential Student Report. A student's Quantile Score falls within a range that indicates **the grade level for which a student is ready for instruction – not the grade level at which a student is currently performing.**

A Quantile is the unit of measure on the Quantile scale. Quantiles measure mathematics achievement and problem solvability, similar to the way Lexiles measure reading ability and text difficulty, with a simple number followed by the letter “Q.” The Quantile Framework spans the developmental continuum from kindergarten mathematics through the content typically taught in Algebra II, Geometry, Trigonometry and Pre-calculus — from Emerging Mathematician (0Q and below) to above 1400Q.

A student’s Quantile score indicates a level at which the student is ready for instruction – not the level at which the student is currently performing. A higher Quantile measure within a specific grade range indicates that a student probably has very few problems with grade-level material (textbooks and assignments) in school. A lower Quantile measure indicates that a student most likely struggles to understand and be successful with grade-level material.

Students’ Quantile scores cannot and should not be used in lieu of prerequisite coursework to register students for intermediate and high school credit courses.

Students considering a PreAP Mathematics course should have a Quantile score at the upper end of the range for the grade level or course they plan to take.

If a student has a Quantile score between:	The student is ready for instruction at grade:
EM	K-1
100Q to 480Q	2
340Q to 660Q	3
495Q to 815Q	4
635Q to 955Q	5
700Q to 1020Q	6
750Q to 1070Q	7
820Q to 1140Q	8
870Q to 1190Q	Algebra I
940Q to 1260Q	Geometry
1000Q to 1320Q	Algebra II

For additional information on the Quantile Framework® for Mathematics go to www.quantiles.com

GENERAL INFORMATION

Intermediate School Promotion Standards

The promotion requirements in accordance to CCISD Policy EIE (Local) are:

To be promoted to grade 6, a student shall have a grade average of 70 or better on a scale of 100 in subjects of language arts composite (the average of language arts and reading) and mathematics, and an overall average of 70 or better in language arts composite, mathematics, science, and social studies.

To be promoted from grade 6 to grade 7, a student shall have a grade average of 70 or better on a scale of 100 in each of the subjects of language arts composite (the average of language arts and reading), mathematics, science, and social studies.

To be promoted from grade 7 to grade 8, a student shall have passed at least six full-year courses including language arts composite (the average of language arts and reading), mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

To be promoted from grade 8 to grade 9, a student shall have passed at least six full-year courses including language arts, mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

In addition to the promotion requirements placed on grades 2-12, grades 3, 5, and 8 must also meet the additional standards established by the state's Student Success Initiative.

Student Success Initiative:

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics.

Under the Student Success Initiative grade advancement requirements, students are required to meet the passing standard on the Grade 5 TAKS reading and mathematics tests to be promoted to sixth grade. The requirements also apply to students served by special education who take TAKS Accommodated, TAKS Modified, and TAKS Alternative.

Grade advancement requirements will also apply to students who take the Grade 8 reading and mathematics TAKS, TAKS Accommodated, TAKS Modified, and TAKS Alternative tests.

Students have three opportunities to meet their testing requirements for their grade level and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

In addition, the exit-level graduation requirement currently states that students must pass the exit level TAKS tests in all core subject areas in order to graduate. These tests are administered in the 11th grade. Students have three opportunities per school year to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard.

Course Level Change Procedures

Course level changes will be considered at the end of the first six weeks and the end of the first nine weeks of each course. Level changes for full year courses are considered during the fall semester only. To be eligible for a course level change, a student must be misplaced in the current course. To transfer to a lower level class the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. A parent conference is also required. If these conditions are met, and the student is earning less than a grade of 75, that student will be considered for a change. Final approval will depend upon space availability in the regular class.

Schedule Change Requests:

After the first 10 school days, schedule change requests will only be considered for the following reasons:

- A. Student has already taken and passed the course. **District promotion policy supersedes schedule change procedures.**
- B. Student does not have the pre-requisite(s) for a class listed on schedule.
- C. Student has been dismissed from a program where approval must be granted for placement.
- D. Student does not have a full schedule.
- E. Data entry error (class listed twice, free period, etc.) has occurred.

Waiver of Fees

As per Clear Creek Independent School District Policy FP (Local): Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. The student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

High School Supplement

**The following pages are included to help
students and parents
plan a smooth transition from
intermediate school to high school.**

GRADUATION REQUIREMENTS (Policy EIF Local Exhibit)

THESE THREE PLANS ARE AVAILABLE TO ALL STUDENTS ENTERING A TEXAS PUBLIC HIGH SCHOOL AUGUST 2007 AND THEREAFTER.

Students who wish to graduate on the Minimum High School Plan must obtain approval in accordance with House Bill 3

Policy EIF (Local) requires all students to be enrolled in a math, science and social studies class in grades 9 through 11.

DISCIPLINE	MINIMUM HIGH SCHOOL PROGRAM	CREDITS	RECOMMENDED HIGH SCHOOL PROGRAM	CREDITS	* DISTINGUISHED ACHIEVEMENT PROGRAM	CREDITS
English Language Arts	English I, II, III, and IV (** substitutions may be allowed)	4.0	English I, II, III, and IV	4.0	English I, II, III, and IV	4.0
Mathematics	Must include Algebra I and Geometry	3.0	Must consist of Algebra I, Geometry, and Algebra II. See page 13 for 4 th Math. If MMA is taken as one of the 4 math courses, then it must be taken before Algebra II.	4.0	Must consist of Algebra I, Geometry, and Algebra II. See page 13 for 4 th Math. MMA will not count toward DAP Math.	4.0
Science	Biology and IPC ; A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the Academic Elective Credit.	2.0	Biology and two credits must be chosen from the following areas: A.* Integrated Physics and Chemistry (IPC) B. Chemistry C. Physics See page 13 for 4 th Science. *IPC will not count toward RHSP requirements for freshmen entering in 2012-2013.	4.0	Biology and two credits must be chosen from the following areas: A. Chemistry B. Physics See page 13 for 4 th Science. 3 rd and 4 th year of Science may not be taken concurrently. *IPC will not count toward DAP Science requirements.	4.0
Social Studies	Must consist of World History Studies or World Geography Studies, U.S. History Studies, U.S. Government.	2.5	Must consist of World History Studies, World Geography Studies, U.S. History Studies, and U.S. Government.	3.5	Must consist of World History Studies, World Geography Studies, U.S. History Studies, and U.S. Government.	3.5
Economics	Emphasis on the free enterprise system	0.5	Emphasis on the free enterprise system	0.5	Emphasis on the free enterprise system	0.5
Academic Elective	Must be selected from World History Studies, World Geography Studies, or state-approved science course. If a student replaces IPC with either Chem. or Phys. in the Science requirements, the academic elective must be the other of these two science courses.	1.0	None Required	0	None Required	0
Physical Education	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0
Languages Other Than English	None Required	0	Must consist of any two levels in the same language	2.0	Must consist of any three levels in the same language	3.0
Health Education		0.5		0.5		0.5
Technology Applications		1.0		1.0		1.0
Fine Arts	Required for freshmen entering 2010-2011.	1.0		1.0		1.0
Communications App		0.5		0.5		0.5
Electives		4.5		3.5		2.5
Total Program Credits		22		26		26

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. (See pages 14-15).

** Research/Technical Writing; Creative/Imaginative Writing; Practical Writing Skills; Literary Genres; Business Communications; Journalism; or Concurrent Enrollment in a college English class. Students with disabilities who are enrolled in a state-mandated course as per the Admission, Review, and Dismissal Committee recommendations for graduation with modified curriculum can only graduate under the Minimum Graduation Plan.

FOURTH MATH AND SCIENCE OPTIONS

The chart below outlines courses which will satisfy the fourth math and science requirement for students graduating on the Recommended and Distinguished Achievement Plans.

Recommended Plan		Distinguished Achievement Plan	
Math	Science	Math	Science
Mathematical Models with Applications (must be taken prior to Algebra II)	Earth and Space Science	Independent Study: Advanced Mathematical Decision-Making (AMDM)	Earth and Space Science
Independent Study: Advanced Mathematical Decision-Making (AMDM)	Environmental Systems	Precalculus or Precalculus PreAP	Environmental Systems
Precalculus or Precalculus PreAP	Aquatic Science	AP Statistics	Aquatic Science
AP Statistics	Astronomy	AP Calculus AB	Astronomy
AP Calculus AB	Pathophysiology	AP Calculus BC	Pathophysiology
AP Calculus BC	Anatomy and Physiology of Human Systems	Independent Study in Mathematics	Anatomy and Physiology of Human Systems
Independent Study in Mathematics	AP Biology	Concurrent Enrollment in College Math	AP Biology
Concurrent Enrollment in College Math	Chemistry	* AP Computer Science A	AP Chemistry
AP Computer Science A	AP Chemistry	* Engineering Mathematics	AP Physics
* Engineering Mathematics	Physics		AP Environmental Science
	AP Physics		Scientific Research and Design
	AP Environmental Science		* Engineering Design and Problem Solving
	Scientific Research and Design		* Advanced Biotechnology
	* Engineering Design and Problem Solving		* Advanced Animal Science
	* Advanced Biotechnology		* Advanced Plant and Soil Science
	* Advanced Animal Science		* Food Science
	* Advanced Plant and Soil Science		* Forensic Science
	* Food Science		
	* Forensic Science		

* Pending State Board of Education and CCISD Policy EIF (Local) approval
 Additional State-approved courses not offered in CCISD may be accepted for transfer credit upon evaluation of the student's transcript.

DISTINGUISHED ACHIEVEMENT PROGRAM (DAP) SCHOLAR

What is the DAP Scholars Program?

The Distinguished Achievement Program is a course of study that requires high performance beyond that usually expected of students in high school. In addition to specific course requirements, the Distinguished Achievement Program requires that all students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or work equivalent to that done by professionals in the arts, sciences, business, industry, or in community service. These measures are judged by external sources of evaluation.

Who are DAP Scholars?

DAP Scholars are senior students who have completed, or will complete, the Distinguished Achievement Program (DAP) graduation plan.

Why become a DAP Scholar?

The advantages to students for completing this more rigorous course of study are numerous. Some of the advantages include:

- Students are better prepared for college success.
- Students may earn college credit while still in high school (saving college tuition payments).
- Students participate in more rigorous courses and are more academically challenged.
- Students develop and refine higher level thinking skills.
- Students are able to pursue specific areas of interest in research projects.
- Students are rewarded for school and professional success and accomplishments.
- Students have the opportunity to network with business and community professionals.

How do students become a DAP Scholar?

- Earn 26 credits.
- Complete all of the requirements for the Recommended Plan.
- Complete one additional year or Level III of a foreign language credit in the same language.
- Complete four advanced measures (see page 15 for details).
 - Students, who have not completed four advanced measures prior to the spring of their senior year, will be designated as a *candidate* for the Distinguished Achievement Program (i.e. enrolled in appropriate coursework, working on advanced measures, and/or registered for AP exams).

How are DAP Scholar Candidates Recognized?

DAP Scholar candidates will be recognized in the senior year with a ceremony prior to graduation. During this ceremony, the DAP Scholar candidates will be recognized with an award. According to policy EIC (Local), the DAP Scholar candidates will be recognized as District Honor Graduates. The DAP Scholar candidate Honor Graduates will be denoted in the commencement program with this designation. **In order to be considered a District Honor Graduate, all outside coursework must be completed by the end of the first nine weeks of the spring semester (3rd nine weeks), with the exception of dual credit courses in progress.**

What role do parents play in the DAP Scholars Program?

Parents play a crucial role in a student's success in the DAP Scholars Program. In the eighth grade, each student, with the help of his or her parents and counselor, should prepare a four-year graduation plan which meets the academic requirements of the Distinguished Achievement Plan. In addition, students and parents should begin planning how to meet the advanced measures requirement. Finally, a parent's encouragement and support are essential for student success with demanding course work and planning.

DISTINGUISHED ACHIEVEMENT PROGRAM

Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- A student must achieve any **combination of four** of the following:

Original research/project:

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; or
- Related to the required curriculum set forth in 19 TAC §74.1 (relating to Texas Essential Knowledge and Skills). Original research /projects may not be used for more than two of the four advanced measures.

Test data:

- A score of three or above on The College Board Advanced Placement examination;
- A score on the Preliminary Scholastic Assessment Test (PSAT/NMSQT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.

College courses:

- A minimum three-hour course with a grade point average of 3.0 or higher on courses that count for college credit, including tech prep programs.

Advanced Technical Credit (ATC) Courses:

- ATC Courses, or the last course in an ATC required sequence, may count as an advanced measure for the Distinguished Achievement Plan (DAP) if successfully completed by the end of the junior or senior year with a grade of 80 or higher.

**STATE BOARD OF EDUCATION RECOMMENDED HIGH SCHOOL/
DISTINGUISHED ACHIEVEMENT PROGRAM
(19 Texas Administrative Code Chapter 74)**

The State Board of Education *Recommended High School Program* has been adopted as the standard graduation plan for any student planning to continue formal study beyond high school at the college/university level or in a vocational/technical institute.

* * * * *

EXIT-LEVEL TEST REQUIREMENT

Students must pass the *Texas Assessment of Knowledge and Skills* (TAKS) test. This test requires mastery of a written composition section, as well as reading, mathematics, science, and social studies. The first opportunity to take the Exit-Level TAKS is during the eleventh grade, and retest opportunities are available during the twelfth grade, as well as during the summer. Students are urged to prepare diligently and master the Exit Test the first time it is administered so that their attention can be fully directed toward career/college preparations during their remaining high school years.

* * * * *

**REQUIREMENT FOR STUDENTS ENROLLING IN PUBLIC COLLEGES
AND UNIVERSITIES IN TEXAS**

THEA (Texas Higher Education Assessment)

The THEA assesses reading, mathematics, and writing skills that entering college freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities. Recommended scores for college consideration are: Reading (230); Math (230); and Writing (220). Exemptions from THEA may apply and are outlined below. Students should contact the individual university or college prior to registration to determine the college policies regarding exemption from THEA. Information about the THEA may be found at www.thea.nesinc.com.

* * * * *

REQUIREMENT FOR ENROLLMENT INTO SAN JACINTO COLLEGE

COMPASS (Computer-adaptive Placement, Assessment, and Support System)

The COMPASS is a computerized test developed by ACT that measures skills in reading, writing and mathematics to determine readiness for college-level courses. The COMPASS is an alternative to THEA and is used by San Jacinto Community College. See website: <http://www.act.org/compass>. Exemptions from the COMPASS may apply and are outlined below.

* * * * *

REQUIREMENT FOR ENROLLMENT INTO COLLEGE OF THE MAINLAND

ACCUPLACER

ACCUPLACER is a placement test developed by College Board that is used by colleges, universities, and technical schools as an aid to determine the course placement of incoming college students. The purpose of ACCUPLACER is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection. ACCUPLACER is used by College of the Mainland. See website: <http://cpts.accuplacer.com/docs/studentguide.html>. Exemptions from the ACCUPLACER may apply and are outlined below.

* * * * *

Exemptions from THEA, COMPASS, and ACCUPLACER

TAKS

A minimum score of a 2200 on the English/Language Arts and Mathematics section, along with a writing score of a 3 shall be exempt for those corresponding sections.

SAT Reasoning Test

A combined verbal and mathematics score of 1070 with a minimum of 500 on the verbal test and/or the mathematics test shall be exempt for those corresponding sections.

ACT

A composite score of 23 with a minimum of 19 on the English and/or the Mathematics test shall be exempt for those corresponding sections.

Students with disabilities should contact their campus diagnostician, special education department or campus 504 coordinator at least 12 weeks prior to registering for any Higher Education Assessment to discuss possible accommodations which may be available based on documented ARD recommendations.

Acceptance of High School Transfer Credit(s)

CREDIT VALIDATION FROM NON-ACCREDITED SCHOOLS

High School students who transfer from a non-accredited public, private, or parochial school, including home school and foreign schools, may validate credits, which apply toward graduation. Note: These courses will appear on the transcript but will not be included in GPA calculation. A grade of "P" (passing) will be awarded for each non-accredited semester course upon validation. Students may not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school. **CCISD will not provide alternative methods for students to earn credit for foreign languages not taught in CCISD.**

In order to validate the credits, the student must choose one of the two options below and provide a transcript, as well as a course syllabus, for each course completed:

1. Pass exams selected by taking Credit by Examination through Texas Tech University or The University of Texas at Austin with a score of at least 75.

Credit by Examination will be awarded in each individual subject area per semester (1/2) credit. The cost of the examination(s) is the student/parent's responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required. Students should consult their counselor for more information regarding credit by examination for credit validation.

2. Meet District and State curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements below:

Non-Accredited School Courses	District Sequential Course
English I	English II
English I & II	English III
English I, II, & III	English IV
Reading I	Reading II
Reading I & II	Reading III
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus or AP Statistics
Algebra I, Geometry, Algebra II, and Pre-Cal	Calculus or AP Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

- (a) Credit will be awarded upon validation of successful completion of the district sequential course with a grade of 75 or better.
- (b) The sequential course is taken in a district school. Courses that are not offered by a district school will not be considered for validation purposes.

In courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still choose option one.

Exception: Successful completion of the second semester of a district, full-year course can be used to validate the first semester of the same full-year course.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements.

Please refer to the NCAA website for further information at:

http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

EARLY HIGH SCHOOL GRADUATION SCHOLARSHIP

Program Purpose

The purpose of the Early High School Graduation Scholarship Program is to provide tuition and fee assistance to students completing grades 9 - 12 early or with a significant number of college hours; thus, enabling and encouraging the student to attend college in Texas.

Who can apply?

Students who graduated *on or after 6/15/2007* and ...

- Graduated from a Texas public high school;
- Completed either the recommended high school curriculum or the distinguished achievement high school curriculum* in no more than 36 consecutive months, no more than 41 months or no more than 46 months;
- Attended one or more public high schools in this state for the majority of time the person attended high school;
- Register for the Selective Service or are exempt from this requirement; and
- Are US citizens or otherwise lawfully authorized to be in the United States.

A student who does not satisfy the high school curriculum requirement will be considered to have satisfied those requirements if the high school from which the student graduates notes on the student's transcript that the student was unable to complete the appropriate curriculum within the time allowed because the necessary courses were unavailable due to course scheduling, lack of enrollment capacity or another cause not in the student's control.

Eligibility to receive an award through this program begins with the first regular semester or term following high school graduation (excluding the summer session between graduation and the first fall term). Eligibility ends six years later, unless the student seeks and is granted a hardship extension.

Where may the awards be used?

May be used at both public and private, non-profit colleges and universities in Texas. If the award is used at a Texas non-profit private college or university, the college or university must provide a *matching* scholarship (or combination of smaller scholarships of matching value) to use this credit. No funds may be used to pay for continuing education classes for which the college receives no state tax support.

How much can be awarded?

- An otherwise eligible student who graduates in no more than 36 months receives \$2,000 for use toward tuition and required fees. If he/she also graduates with at least 15 semester credit hours of college credit, he/she may receive an additional \$1,000.
- An otherwise eligible student who graduates in more than 36 months but no more than 41 months receives \$500 for use toward tuition and required fees. If he/she also graduates with at least 30 semester credit hours of college credit, he/she may receive an additional \$1,000.
- An otherwise eligible student who graduates in more than 41 months but no more than 46 months can receive \$1,000 if he/she graduates with at least 30 semester credit hours of college credit.

How can I apply?

The high school counselor must submit a certification form to the Texas Higher Education Coordinating Board on the student's behalf. The Board then assesses the student's eligibility, determines his/her award, and if the student qualifies, sends an award letter to the student, the relevant high school and the college the student plans to attend.

Grade Point Average, Rank, and Classification

GRADE POINT AVERAGE

Each semester course has a designated grade point level (GPA Level) used to determine rank in class and grade point average (EIC Local). Courses designated as Level 1 courses include: Advanced Academic (Adv Acad), Pre-advanced Placement (PreAP), Advanced Placement (AP), and Gifted and Talented (GT) courses. Level 2 courses include all general education courses. Level 3 courses are courses which are modified in content by the Special Education ARD committee. In order to maintain a maximum GPA of 6.0, grade points will be weighted as follows:

For freshmen entering high school in August of 2007, and thereafter, at high schools with a traditional 7 or 8 period class schedule:

ACTUAL GRADE	GRADEPOINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

The semester grade is used to determine the number of grade points awarded for each course when calculating the student's grade point average. Grade points earned in courses taken in grades 9-12 are used to determine rank in the graduating class.

The following WILL NOT be calculated in the GPA:

- courses taken prior to grade nine
- correspondence courses
- credit by examination
- summer school courses
- online courses taken outside of the school day
- dual credit, with the exception of dual credit courses taken at Clear Horizons Early College High School
- PLATO—credit recovery
- credits from non-accredited or foreign institutions
- alternative Physical Education credits
- any other means beyond the regular school day

RANK IN CLASS

See Policy EIC (Local)

Class rank shall be based upon the grade point average. It is determined by dividing the total number of grade points earned by the total number of semester units attempted, resulting in a maximum grade point average of 6.0. In case of ties in rank, "Those students who are tied should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds this." (From Rank in Class by the Joint Committee on School-College Relations of AACRAO and NASSP.)

For Seniors Only: Class Rank will be calculated only after the END of each semester. In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress. This includes DAP Scholar Honor Graduates. After graduation, final class rank is determined and recorded on the academic achievement record.

HONOR GRADUATES

See Policy EIC (Local)

District honor graduates shall be determined after the completion of the first semester of the senior year to include students with the following cumulative grade point averages: Summa Cum Laude: 6.0-5.0, Magna Cum Laude: 4.99-4.75, Cum Laude: 4.74-4.5.

Students graduating on the Advanced/Distinguished Achievement Program will also be considered District honor graduates.

In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester (3rd nine weeks) with the exception of dual credit courses in progress. This includes DAP Scholar Honor Graduates.

To be eligible for valedictorian or salutatorian honors, a student shall graduate in four years or less, be enrolled in the District for the entire last two years of high school, and be enrolled in the same high school their entire senior year. There shall be one valedictorian and one salutatorian for each graduating class. The valedictorian shall be the student with the highest grade point average and the salutatorian shall be the student with the second-highest grade point average. The tie-breaker system for valedictorian and salutatorian is listed in CCISD Policy EIC (Local) Regulation.

TOP 10 PERCENT RULE FOR COLLEGE ADMISSIONS

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas*.

To be eligible for automatic admission, a student must:

- o Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- o Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- o Enroll in college no more than two years after graduating from high school; and
- o Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- o Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Students must also take the THEA test, unless exempted from the test requirement. Check with the admissions office regarding THEA, SAT, and ACT requirements...)

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. Regardless of class ranking, all students are encouraged to apply to the college of their choice.

- * SB 175, passed by the 81st Legislature, modifies the top 10 percent admissions program for The University of Texas at Austin. Beginning with college admissions for the 2011 summer/fall class, the University of Texas at Austin **will automatically admit all eligible applicants who rank within the top 8% of their high school class**, with remaining spaces to be filled through holistic review.

CLASSIFICATION BY CREDITS

See policy EIC (Local)

Classifications are made only at the beginning of each school year with the exception of a student whose reclassification at mid-term enables him/her to graduate at the end of that spring semester. This determination is made by the principal. Students may not replace a lunch period with a credit class. (EIC Local).

Students are classified according to the number of state credits they have earned. Required state credits are listed below:

Classification	Grade	Credits
Sophomore	(10th)	6
Junior	(11th)	12
Senior	(12th)	19

DIPLOMAS

All students who graduate from Clear Creek ISD schools will receive the same diploma.

A report card and letter of attendance will be given to foreign exchange students to validate enrollment at a Clear Creek ISD high school for one or two semesters.

Seniors who do not complete the last semester's work in the District's senior high schools, but who wish to receive a diploma from the District, shall have prior approval from the Superintendent or designee. (See FMH Local).

The date of the diploma shall reflect the academic year in which all graduation requirements are satisfied.

Alternative Options for Earning High School Credit

Clear Access: CCISD's Virtual High School

CCISD has established Clear Access as an option for acceleration of credit through online course work. Students are allowed to take course work outside of the traditional school day from CCISD teachers. Please visit the Clear Access website at <http://www.ccisd.net/ClearAccess> or your school counselor for more information on current and future course offerings.

1. Each course (*not credit*) will cost the student \$150. Computer and internet access is required for participation.
2. Students may cancel enrollment and receive a reimbursement of tuition within 10 days of online registration. A fee of \$50 will be retained for administrative expenses.
3. Before a student begins a course, he/she is required to read and understand Clear Access guidelines and policies found online at <http://www.ccisd.net/ClearAccess>.
4. Students must have counselor approval to be enrolled into Clear Access courses.

Students are required to attend two class sessions in person, as determined by the District, which include: the initial class meeting to review expectations and to meet the teacher and the last class meeting to take the final exam. All other class work will occur online.

(Note: Clear Access courses will appear on the transcript, but will not be included in the GPA.)

Check with your campus counselor or contact the Clear Access office at clearaccess@ccisd.net or 281-284-0517 for more details.

Clear Access: CCISD's Virtual High School/Cyber Cafe

CCISD has established Cyber Café as an option for acceleration of credit through online course work during the school day from CCISD teachers. Enrollment in a Cyber Café course is no cost to the student. Students enrolled in Cyber Café should be able to work independently without face-to-face interaction with their instructor. All coursework will be online. Please visit your school counselor for more information for options available within your schedule.

1. A course application must be submitted for enrollment. Discipline and academic performance will be considered for approval.
2. Enrollment in Cyber Café courses requires access to a computer and internet outside of the school day.
3. Cyber Café courses will be a part of the student's schedule.
4. Course grades will count toward the GPA and UIL eligibility.
5. Course progress will be communicated on a progress scale for eligibility but will not be a true reflection of the final grade. Final grades will be given at the completion of the course.
6. Courses may be eligible for Superintendent's Scholars.

ONLINE COURSES – OUTSIDE OF CCISD OFFERINGS

All students who wish to take online courses to satisfy graduation requirements must receive district approval prior to enrolling in the course to assure that credit will be granted. Students must submit to their counselor a detailed description of the course to enable the district to evaluate and approve the desired class. All expenses related to online courses are the responsibility of the student. A maximum of two (2) credits is allowed through online courses. (Note: These courses will appear on the transcript, but will not be included in the GPA.)

CORRESPONDENCE COURSES

See Policy EEJC (Local)

Students in grades 8-12 may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. **In order to be an honor graduate, a senior must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress.** Students must make a written request to the principal or counselor prior to enrollment. If prior approval is not granted, a student shall not be awarded credit toward graduation or promotion. A maximum of two (2) credits is allowed through correspondence courses. Note: These courses will appear on the transcript but will not be included in GPA calculation.

CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)

See Policy EEJB (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. Note: These courses will appear on the transcript but will not be included in the GPA calculation.

District-wide testing:

Examinations are administered three days in June and three days in July each summer at no cost to the student. Registration for June testing is in April. Registration for July testing is in May. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration.

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. The results of the Credit by Examination must be received by the students' counselor prior to the deadline for schedule change procedures, as outlined on page 10.

Study guides are available at www.depts.ttu.edu/ode.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at:
http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

CREDIT BY EXAMINATION FOR RECOVERY (WITH PRIOR INSTRUCTION)

See Policy EEJA (Local)

Students who have met compulsory state attendance requirements (Policy FEA Legal) in a semester course and who have failed the course with a grade of no less than 60 may recover credit for the course by passing an examination of the Texas Essential Knowledge and Skills of the course. Students should consult their counselor for more information regarding credit by examination for credit recovery. Students must receive a 70 or above on the examination to receive credit for the course. Note: These courses will appear on transcript but will not be included in GPA calculation.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

CREDIT RECOVERY PROGRAM

Clear Creek ISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with their counselor. Not all subjects are available in this computer-assisted format.

CLEAR VIEW EDUCATION CENTER

Clear View Education Center Program Design: This program is designed to help students **in grades 7 through 12** achieve academic success in a caring and supportive environment. Clear View serves students who thrive in a small school setting. Students have the opportunity to complete classes and work toward graduation in a smaller learning community setting by using technology and other resources to achieve academic success. Students who wish to come to Clear View must start the process by filling out the application which can be found on the school's website:

http://www.ccisd.net/schools/cvhs_hsapplication.pdf (high school application)

http://www.ccisd.net/schools/cvhs_intapplication.pdf (intermediate school application)

Clear View Eligibility: Students are required to interview and are accepted as space allows. Students must meet all criteria established by the school.

CLEAR STARS EVENING EDUCATION PROGRAM

Clear Stars Evening Education gives high school students who have not completed their high school education an opportunity to earn additional credits in preparation to receive a high school diploma. Courses are open to students who need to make-up deficiencies of high school credits and to students wishing to earn additional high school credits. Students may only enroll with the approval of their principal or counselor.

Clear Access Academy Plus

Clear Access Academy Plus provides students enrolled in one or more Clear Access courses the use of a CCISD computer lab and the optional help of a technology proficient instructor during Clear Stars Evening Education hours. Attendance is not mandatory for students enrolled in Clear Access Academy Plus, although students will be expected to follow all course requirements mandated by Clear Access.

General Equivalency Diploma (GED)

Students wishing to attain a General Equivalency Diploma (GED) will have the ability to use a CCISD computer lab to take an online preparation course. The cost to take the GED exam is included for CCISD students. (Out-of-district students will have the use of a CCISD computer lab to take the online preparation course, but will be expected to pay for the GED exam.)

Location/Times

Clear Stars Evening Education classes and GED preparation classes meet two nights each week (Monday/Wednesday or Tuesday/Thursday) from 6:00 - 8:45 p.m. Students enrolled in Clear Access and are utilizing a computer lab through Clear Access Academy Plus may attend at any time Monday - Thursday, 6:00 - 8:45 p.m. All classes are held at the Clear View Education Center, 400 South Walnut, Webster, TX 77598.

Course Descriptions

This section of the planning guide contains descriptions of all courses offered in grades six through eight in Clear Creek Independent School District (CCISD) intermediate schools. Descriptions are divided into content areas and include information about course content, grade placement, eligibility, and high school credit when applicable.

General Education

Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS). Differentiated instructional strategies are implemented.

GT - Gifted and Talented

Courses designated GT are those courses in which a differentiated curriculum and differentiated instructional strategies are used to meet the needs of students identified as gifted and talented by the CCISD Gifted and Talented Program.

PreAP — Pre-Advanced Placement

PreAP courses are courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of taking PreAP and Advanced Placement courses in high school. Refer to page 5 for further details.

Sp Ed – Special Education

Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan. These courses are developed from the student's individualized goals and objectives which are based on the Texas Essential Knowledge and Skills.

English as a Second Language (ESL/ESOL) and Sheltered Instruction

The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language through ESOL (English for Speakers of Other Languages) classes and sheltered math, science, social studies, as well as certain elective courses such as reading. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies.

Only students with limited English proficiency may qualify for the ESL/ESOL/ELL program. Course placement will be determined by LPAC based upon student testing. The following courses are designed specifically for English Language Learners and are taught using second language acquisition methodology:

Language Arts

11614 Language Arts, Grade 6: Sheltered (for English Language Learners); page 27

11616 English as a Second Language (ESL): Grade 6; page 27

11615 Two-Way Immersion Integrated Language Arts: Grade 6; page 27

11714 Language Arts, Grade 7: Sheltered (for English Language Learners); page 28

This course typically follows in progression from the ESL courses.

11716 English as a Second Language (ESL): Grade 7; page 28

11814 Language Arts, Grade 8: Sheltered (for English Language Learners); page 29

This course typically follows in progression from the ESL courses.

11815 English as a Second Language (ESL): Grade 8 Academic Support; page 50

11816 English as a Second Language (ESL): Grade 8; page 29

Reading

11674 Target Reading, Grade 6: Sheltered; page 49

11774 Target Reading, Grade 7: Sheltered; page 49

11874 Target Reading, Grade 8: Sheltered; page 49

11879 Target Reading, Grade 7/8: Sheltered; page 49

Mathematics

11624 Math, Grade 6: Sheltered (for English Language Learners); page 33

11724 Math, Grade 7: Sheltered (for English Language Learners); page 33

11824 Math, Grade 8: Sheltered (for English Language Learners); page 34

2024* Algebra I (PreAP): Sheltered (for English Language Learners); page 35

Science

11634 Science, Grade 6: Sheltered (for English Language Learners); page 36

11734 Science, Grade 7: Sheltered (for English Language Learners); page 36

11834 Science, Grade 8: Sheltered (for English Language Learners); page 37

Social Studies

11644 Social Studies, Grade 6: Sheltered (for English Language Learners); page 43

11645 Two-Way Immersion Social Studies: Contemporary World Cultures Grade 6; page 43

11744 Social Studies, Grade 7: Sheltered (for English Language Learners); page 44

11844 Social Studies, Grade 8: Sheltered (for English Language Learners); page 45

LANGUAGE ARTS

11611 Language Arts: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: None

Notes: 11614 Language Arts, Grade 6: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Language Arts: Grade 6, students master previously learned language arts skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students read from classic, contemporary, and informational texts. They select and compose different forms of writing, such as personal reflection and literary response. They also search multiple texts to complete research reports and projects, and they evaluate the purposes and effects of film, print, and technological presentations.

11616 English as a Second Language (ESL): Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based on student testing.

In English as a Second Language (ESL): Grade 6, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11615 Two-Way Immersion Integrated Language Arts: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: Students who have successfully completed 5th Grade in a Two-Way Immersion Program or meet the Spanish language requirements.

Notes: Clear Creek Intermediate ONLY

This course is designed for students who have successfully completed 5th Grade in a Two-Way Immersion Program or meet the Spanish language requirements. The Integrated English Language Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Integrated English Language Arts course for Grade 6. This course will be taught 50% in Spanish. In addition the TEKS for high school Spanish I and Spanish II will be integrated. Students may take the End of Course Examination for Spanish I and /or II for high school credit.

11612 Language Arts: Grade 6 (PreAP)

Duration: One Year

Grade Level(s): 6

Eligibility: See page 5

Notes: Students must demonstrate high academic performance. Summer Reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

In Language Arts: Grade 6 (PreAP), students increase and refine the skills specified in sixth grade Language Arts/Reading. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research.

11613 Language Arts: Grade 6 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 6

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Summer Reading activities prior to the start of this course are required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

In Language Arts: Grade 6 (PreAP/GT/Omega), students increase and refine the skills specified in sixth grade English. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science and PreAP/GT/Omega Social Studies.

11711 Language Arts: Grade 7

Duration: One Year

Grade Level(s): 7

Eligibility: None

Notes: 11714 Language Arts, Grade 7: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Language Arts: Grade 7, students refine and master previously learned language arts skills in increasingly complex presentations, reading selections, and written compositions. Students continue to read classic, contemporary, and informational texts, and obtain knowledge of Greek and Latin roots, prefixes and suffixes in reading. Seventh grade students select and compose different forms of writing, such as personal reflection and literary response. They draw data from multiple primary and secondary sources for use in research projects, and they analyze and critique visual images and messages.

11716 English as a Second Language (ESL): Grade 7

Duration: One Year

Grade Level(s): 7

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based upon student testing.

In English as a Second Language (ESL): Grade 7, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11712 Language Arts: Grade 7 (PreAP)

Duration: One Year

Grade Level(s): 7

Eligibility: See page 5

Notes: Students must demonstrate high academic performance. Summer reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

In Language Arts: Grade 7 (PreAP), students increase and refine the skills specified in seventh grade English. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research.

11713 Language Arts: Grade 7 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 7

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Summer reading activities prior to the start of this course are required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

In Language Arts: Grade 7 (PreAP/GT/Omega), students increase and refine the skills specified in seventh grade English. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science and PreAP/GT/Omega Social Studies.

11811 Language Arts: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: None

Notes: 11814 Language Arts, Grade 8: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Language Arts: Grade 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Eighth grade students continue to read classic, contemporary, and informational texts. They learn to identify characteristics of various literary forms and are able to select and effectively compose different forms of writing, such as personal reflection and literary response, producing multi-paragraph compositions with varied sentence structure. Eighth grade students also present oral and written research reports, including presentations strengthened by visuals and media.

11816 English as a Second Language (ESL): Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify. Course placement will be determined by LPAC based upon student testing.

In English as a Second Language (ESL): Grade 8, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11812 Language Arts: Grade 8 (PreAP)

Duration: One Year

Grade Level(s): 8

Eligibility: See page 5

Notes: This class is taught as a one-period course. Students must demonstrate high academic performance. Summer reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

In Language Arts: Grade 8 (PreAP), students increase and refine the skills specified in eighth grade English. These advanced skills include literary analysis, intensive independent reading, grammar/usage refinement, multi-paragraph essay writing, and independent research.

11813 Language Arts: Grade 8 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 8

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Summer reading activities prior to the start of this course are required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

In Language Arts: Grade 8 (PreAP/GT/Omega), students increase and refine the skills specified in eighth grade English. These advanced skills include intensive independent reading, grammar/usage refinement, essay writing, and independent research. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science and PreAP/GT/Omega Social Studies.

Clear Creek ISD Mathematics Course Recommendation Chart

This chart indicates recommended course sequences for grades 9 through 12.

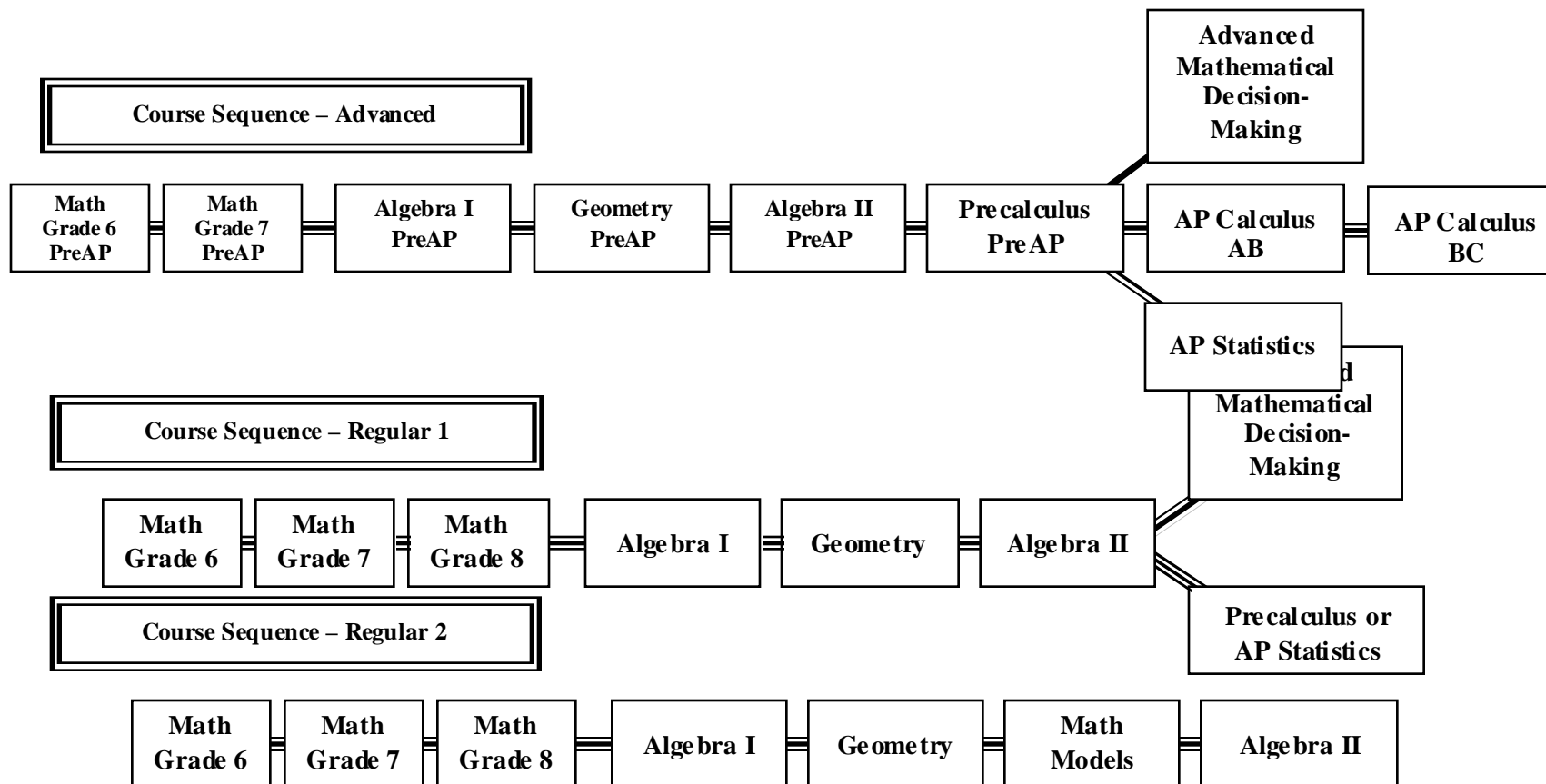
(Bold type indicates preferred course.)

It is strongly suggested that student and parent(s) consult with student's counselor and mathematics teacher in order to determine the most appropriate course choice and sequence.

<i>This Year's Math Course</i>	Next Year's Course
8 th Grade Math	Algebra I
8 th Grade Math (PreAP/GT)	Algebra I (PreAP/GT)
Algebra I	Geometry
Algebra I (PreAP/GT)	Geometry (PreAP/GT)
Geometry	Math Models with Applications Algebra II Algebra II Enriched
Geometry (PreAP/GT)	Algebra II Enriched Algebra II (PreAP/GT)
Math Models (Must be taken before Algebra II if counted as one of the four Math credits for graduation)	Algebra II
Algebra II	Independent Study: Advanced Mathematical Decision-Making Engineering Mathematics
Algebra II (Enriched)	Engineering Mathematics Precalculus AP Statistics (AP/GT)
Algebra II (PreAP/GT)	Precalculus (PreAP/GT) AP Statistics (AP/GT)
Precalculus	AP Statistics (AP/GT)
Precalculus (PreAP/GT)	AP Calculus AB (AP/GT)
AP Statistics (AP/GT)	Precalculus
AP Calculus AB (AP/GT)	AP Calculus BC (AP/GT)

Clear Creek I.S.D. Policy EIF (Local) requires all students to be enrolled in a math class in grades 9 through 11.

Sample High School Course Sequences



The course sequences shown are examples of course options that students may choose in order to fulfill the requirement for four years of high school mathematics. Most four-year colleges and universities require at least one mathematics course above the Algebra II level. Please consult with your counselor as you develop your high school graduation plan.

MATHEMATICS

The Texas Essential Knowledge and Skills for grades 6 through 8 focus on five strands or central themes: number, operation, and quantitative reasoning; patterns, relations, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Problem solving and estimation, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Students in grades 6 through 8 will use these processes together with technology, including graphing calculators, and manipulatives to develop conceptual understanding and to solve problems.

11621 Mathematics: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: Mathematics: Grade 5

Notes: 11624 Math, Grade 6: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Mathematics: Grade 6 focuses on concepts and skills using ratios to describe proportional relationships involving numbers, geometry, measurement, and probability. Additional skills in 6th grade mathematics include operations with decimals and fractions.

11623 Mathematics: Grade 6 (PreAP/GT)

Duration: One Year

Grade Level(s): 6

Eligibility: See page 5

Notes: A minimum of at least one project will be required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

Mathematics: Grade 6 (PreAP/GT) focuses on concepts and skills using ratios to describe proportional relationships involving numbers, geometry, measurement, and probability. Skills in 6th grade PreAP mathematics also include operations with decimals and fractions, percents, and coordinate graphing. Students will be introduced to operations with integers, functions, patterns, and equations. In this rigorous mathematics course, these and other concepts and skills will be covered in greater depth and breadth than in regular 6th grade mathematics.

11721 Mathematics: Grade 7

Duration: One Year

Grade Level(s): 7

Eligibility: Mathematics: Grade 6

Notes: 11724 Math, Grade 7: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Mathematics: Grade 7 focuses on concepts and skills using proportional relationships involving numbers, geometry, measurement, and probability. Skills in 7th grade mathematics include operations with decimals, fractions, and integers. This course will also include concepts related to percent, functions, equations, graphing, and the use of statistical measures to describe data.

11723 Mathematics: Grade 7 (PreAP/GT)

Duration: One Year

Grade Level(s): 7

Eligibility: See page 5

Notes: A minimum of at least one project will be required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

Mathematics: Grade 7 (PreAP/GT) focuses on concepts and skills using proportional relationships involving numbers, geometry, measurement, and probability. Skills in 7th grade PreAP mathematics include operations with rational numbers, percent, laws of exponents, and scientific notation. This course will provide an emphasis on variables, linear functions, graphing, and the use of statistical measures to describe data. In this rigorous mathematics course, these and other concepts and skills will be covered in greater depth and breadth than in regular 7th grade mathematics.

11821 Mathematics: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: Mathematics: Grade 7

Notes: 11824 Math, Grade 8: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Mathematics: Grade 8 focuses on concepts and skills using fundamental principles of algebra to analyze and represent proportional and non-proportional relationships, and the use of probability to describe data and make predictions. Skills in 8th grade mathematics include concepts and operations with rational and irrational numbers, applications of percents, and exponential and scientific notation with positive and negative exponents. This course will provide an emphasis on variables, equations, graphing, and the selection of appropriate statistical representation of data.

11823 Mathematics: Grade 8 (PreAP/GT)

Duration: One Year

Grade Level(s): 8

Eligibility: See page 5

Notes: A minimum of at least one project will be required. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

Mathematics: Grade 8 focuses on concepts and skills using principles of algebra to analyze and represent proportional and non-proportional relationships, as well as using probability to describe data and make predictions. Skills covered in 8th grade PreAP mathematics include an introduction to polynomials and factoring, linear and non-linear functions, systems of linear equations, and analysis and application of two- and three-dimensional geometry concepts. In this rigorous mathematics course, these and other concepts and skills will be covered in greater depth and breadth than in regular 8th grade mathematics.

2021* Algebra I (PreAP/GT)

Duration: One Year

Grade Level(s): 8

Eligibility: Placement recommended according to Clear Creek ISD Mathematics Matrix; 7th Grade Mathematics (PreAP/GT Level recommended); See page 5.

Notes: Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation. GT students are subject to District Probation, Furlough, Exit Procedures. The high school level semester and final exams are required in this course;

2024* Algebra I (PreAP): Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

This rigorous course encompasses and extends upon all of the concepts and skills included in Algebra I, while providing for development of higher level and critical thinking through derivation of formulas, algebraic proofs, and development and implementation of a problem-solving plan. The mastery of algebraic concepts is enhanced through the use of technology such as graphing calculators and computers, and through application and connection to other disciplines, both inside and outside of mathematics.

2121* Geometry (PreAP/GT)

Duration: One Year

Grade Level(s): 8

Eligibility: Algebra I (PreAP/GT); See page 5.

Notes: Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation. GT students are subject to District Probation, Furlough, Exit Procedures. The high school level semester and final exams are required in this course. Passing score on previous two years' Mathematics TAKS Tests.

Campuses: BASED UPON ENROLLMENT

This course encompasses and extends upon all of the concepts, skills, and technology applications included in geometry, as well as providing students with the opportunity to do research on the history and development of geometry. This course also includes units in trigonometry and coordinate geometry, symbolic logic, and tessellations. Special projects related to geometry are required throughout the year.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

SCIENCE

11631 Science: Grade 6

Duration: Seabrook Intermediate One Semester; All others One Year

Grade Level(s): 6

Eligibility: None

Notes: 11634 Science, Grade 6: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Science: Grade 6 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will extend their knowledge of matter, including elements, compounds and mixtures. Students will investigate force, motion and energy. Earth processes, including the organization of our solar system, the role of gravity, and space exploration, will be explored. Students will also gain an understanding of the broadest taxonomic classifications of organisms and how characteristics determine their classification.

11632 Science: Grade 6 (PreAP)

Duration: Seabrook Intermediate One Semester; All others One Year

Grade Level(s): 6

Eligibility: See page 5

Notes: Students must demonstrate high academic performance.

Campuses: ALL SCHOOLS

Science: Grade 6 (PreAP), offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 6, except the presentation is more accelerated and in greater depth. An experimental design project prepared during the school year is required for this course.

11633 Science: Grade 6 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 6

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet eligibility requirements of the OMEGA Program. Advanced level products and independent research are required in this course. GT students are subject to District Probation, Furlough, Exit Procedures. This course must be taken with PreAP/GT/Omega Language Arts and Pre AP/GT/Omega Social Studies.

Campuses: ALL SCHOOLS

Science: Grade 6 (PreAP/GT) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 6 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Language Arts and Pre AP/GT/Omega Social Studies. An experimental design project is required for this course.

11731 Science: Grade 7

Duration: Seabrook Intermediate One Semester; All others One Year

Grade Level(s): 7

Eligibility: Student must have passed Science Grade 6

Notes: 11734 Science, Grade 7: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Science: Grade 7 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will explore the relationship between living organisms and their environment. Students will explore how organisms obtain energy, get rid of waste, grow and reproduce, including how traits pass between generations. Cell structure and function will also be studied.

11732 Science: Grade 7 (PreAP)

Duration: Seabrook Intermediate One Semester; All others One Year

Grade Level(s): 7

Eligibility: See page 5

Notes: Students must demonstrate high academic performance. A summer experimental design packet leading to an experimental design project is required.

Campuses: ALL SCHOOLS

Science: Grade 7 (PreAP), offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 7 except the presentation is more accelerated and in greater depth. An experimental design project is required for this course.

11733 Science: Grade 7 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 7

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT Language Arts, PreAP/GT Science, and PreAP/GT Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Advanced level products and independent research are required in this course. Students must demonstrate high academic performance and will be subject to District Probation Exit Procedure. This course must be taken with PreAP/GT Language Arts and PreAP/GT Social Studies. GT students are subject to District Probation, Furlough, Exit Procedures.

Campuses: ALL SCHOOLS

Science: Grade 7 (PreAP/GT) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 7 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Language Arts and PreAP/GT/Omega Social Studies. An experimental design project is required for this course.

11831 Science: Grade 8

Duration: Seabrook Intermediate One Semester; All Others One Year

Grade Level(s): 8

Eligibility: Students must have passed Science Grade 7

Notes: 11834 Science, Grade 8: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

Science: Grade 8 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will expand their understanding of chemistry, including atoms, chemical formulas, chemical reactions, and equations. Students will experiment with the relationship between force and motion and relate these to geologic processes and astronomical phenomena. The role of natural events in altering Earth systems will be explored including tides, plate tectonics and weather. The interdependence between organisms and the environment will be further explored.

11832 Science: Grade 8 (PreAP)

Duration: Seabrook Intermediate One Semester; All others One Year

Grade Level(s): 8

Eligibility: See page 5

Notes: Students must demonstrate high academic performance. A summer experimental design packet leading to an experimental design project is required.

Campuses: ALL SCHOOLS

Science: Grade 8 (PreAP), offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 8 except the presentation is more accelerated and in greater depth. An experimental design project is required for this course.

11833 Science: Grade 8 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 8

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Advanced level products and independent research are required in this course. An experimental design project is required for this course. GT students are subject to District Probation, Furlough, Exit Procedures. This course must be taken with PreAP/GT Language Arts and PreAP/GT Social Studies.

Campuses: ALL SCHOOLS

Science: Grade 8 (PreAP/GT/Omega) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 8 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Language Arts and PreAP/GT/Omega Social Studies. An experimental design project is required for this course.

SCIENCE MAGNET PROGRAM

The Science Magnet Program provides unique opportunities for students with a high interest in science. Open to students in grades six through eight from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family science nights and family field trips allow the entire family to become involved with the activities and experiences of the science magnet student.

11636 Scientific Research: Grade 6

Duration: One Semester

Grade Level: 6

Eligibility: None

Notes: This course may **not** be used to complete the one-year science requirement for sixth grade.

Campus: Seabrook Science Magnet Students Only

Students will learn the basic scientific process skills used by scientists in solving problems. Extensive hands-on experience with basic equipment is incorporated into instruction. A research course is required each year as well as a scientific research project.

11736 Scientific Research: Grade 7

Duration: One Semester

Grade Level(s): 7

Eligibility: None

Notes: This course may **not** be used to complete the one-year science requirement for seventh grade.

Campus: Seabrook Science Magnet Students Only

Students apply, identify, and build upon the research skills introduced in Scientific Research, Grade 6. More advanced research skills are introduced and utilized in solving independent investigations. A research course is required each year as well as a scientific research project.

11836 Scientific Research: Grade 8

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: This course may **not** be used to complete the one-year science requirement for eighth grade.

Campus: Seabrook Science Magnet Students Only

Students apply and strengthen the research and process skills developed in previous Scientific Research classes. Students design experiments and use problem solving skills to follow through investigative projects. A research course is required each year as well as a scientific research project.

11637 Oceans Alive

Duration: One Semester

Grade Level(s): 6

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for sixth grade

Campus: Seabrook Intermediate School

This course is a hands-on course where students explore ocean environments from Galveston Bay and its wetlands to the deepest ocean trenches. Students will participate in a simulated voyage to the depths of the ocean to learn how plant and animal life form, exist, and constantly change. Student field trips will enhance the overall learning and extend the classroom experience.

11635 Wild and Free

Duration: One Semester

Grade Level(s): 6

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for sixth grade.

Campus: Seabrook Intermediate School

This outdoor/indoor biology course allows students to investigate plant and animal interactions and adaptations. Students gain an awareness of animals by studying habitats and animal tracks. Teams investigate live animals from the Living Materials Center, map their movements, and collect data in laboratory settings. Students simulate life processes and relationships between structure and function of organisms and study how wildlife management affects the environment. Student field trips will enhance the overall student learning and extend the classroom experience.

11934 Project CATS

Duration: One Semester

Grade Level(s): 6

Eligibility: None

Notes: This course may not be used to complete the one-year Science requirement

Campus: Seabrook Science Magnet Students Only

Project CATS is a unique course designed to provide students with the opportunity to explore in greater detail, common interests in science and study its application in the real world, while at the same time building cooperative learning skills in a team setting. Student teams will form simulated companies to explore science topics that exist in society today.

11739 Grow Lab

Duration: One Semester

Grade Level(s): 7

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for seventh grade.

Campus: Seabrook Intermediate School

Study plant growth, gardening, and landscape design utilizing the Seabrook greenhouse, garden and classroom. Students will work in teams to cultivate and care for native plants, wildflowers, and vegetables. Plants will be identified and their importance to the ecosystem will be studied. Students will also design and conduct scientific explorations and experiments with plants.

11735 Wonderful Wetlands

Duration: One Semester

Grade Level(s): 7

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for seventh grade

Campus: Seabrook Intermediate School

This environmental science course allows students to investigate solutions to the real-world environmental problems experienced by the Gulf Coast wetlands. Students will identify plants found in tide pools and coastal wetlands along Galveston Bay. They will study sources of toxic waste and use hands-on experimentation to explain how it affects the local environment. The growth of the Galveston Bay area will be studied as well as the human effects on the surrounding wetlands. Students will design and build models of dams, learn how electricity is produced, determine causes of erosion, and study flood control.

11837 Body Works

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Magnet students. Based upon space availability, non-magnet students with class average of 90% in previous Science classes are eligible.

Notes: This course may **not** be used to complete the one-year science requirement. Offered as an additional science elective only.

Campus: Seabrook Intermediate School

Body Works is an exploration of the human body designed to extend the study of body systems studied in the regular curriculum. Learn how the body changes in space and what NASA is learning about the effects of long term space travel. Learn how the body changes in space and what NASA is learning about the effects of long term space travel. What recent advances are there in biotechnology and medicine and how will they affect our lives? Journey through the human body and explore, discover and examine DNA, body organs, and nutrition.

11839 Design Technology

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Magnet students. Based upon space availability, non-magnet students with class average of 90% in previous Science classes are eligible.

Notes: This course may **not** be used to complete the one-year science requirement. Offered as an additional science elective only. Strong math background recommended.

Campus: Seabrook Intermediate School

Working in teams, students create, design, test models of airplanes, bridges, boats, kites and more. Through actual construction and testing students gain a better understanding of the mechanics of physics concepts and simple machines.

11737 Future Think

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Magnet students. Based upon space availability, non-magnet students with class average of 90% in previous Science classes are eligible.

Notes: This course may **not** be used to complete the one-year science requirement. Offered as an additional science elective only.

Campus: Seabrook Intermediate School

What will the world be like as we move into the new millennium? Predict future events as they affect the individual, society, and the environment. Students will use their imaginations to create a vision of technology of the future. They will form teams to design robots, solar carts, and become problem solvers of the future.

11838 Star Search

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Magnet students. Based upon space availability, non-magnet students with class average of 90% in previous Science classes are eligible.

Notes: This course may **not** be used to complete the one-year science requirement. Offered as an additional science elective only.

Campus: Seabrook Intermediate School

Students take a simulated ride to the outermost regions of the solar system and study the sky from different perspectives. Ancient models of the universe are used to study astronomy from the curiosity of the ancients to the latest NASA expeditions. Topics include a study of planets in our solar system and prospective travel to Mars.

11835 Extreme Science

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for eighth grade.

Campus: Seabrook Intermediate School

Go to the extremes of Earth through the study of deep space, frozen wonderlands, and tropical paradises. Students will go through the changing history of Earth and its inhabitants and describe interactions within geology, genetics, extinction, and humankind's importance on an ever-changing Earth. Students will also study information and evidence collected during scientific investigations to define the changes in the extreme areas of Earth.

11932 SCI: Science Investigations

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for eighth grade.

Campus: Seabrook Intermediate School

Science in the news! Phenomena such as El Nino, global warming, cloning, and predictions of geological events are examples of topics examined. Sort out the science facts and myths for a better understanding of today's world. Analyze the work of modern scientists to find the truth—it is out there!

11730 BIRPS

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Magnet students. Based upon space availability, non-magnet students with class average of 90% in previous Science classes are eligible.

Notes: This course may **not** be used to complete the one-year science requirement. Offered as an additional science elective only.

Campus: Seabrook Intermediate School

This semester course will begin by providing a brief overview of the animal kingdom, classification, taxonomy, and how to use a dichotomous key to identify organisms. We will then explore the rise and fall of dinosaurs and begin looking at modern reptiles, amphibians and birds. Students will learn about the anatomy and physiology of these animals, and will discuss the many amazing adaptations that have made these animals so successful. Students will learn to identify local reptiles, birds, and amphibians, discuss current and future conservation and management issues, and look at why scientists are so concerned with the health and decline of specific populations like amphibians.

11933 Fundamentals of Physics and Chemistry

Duration: One Year

Grade Level(s): 8

Eligibility: All students. Average of 80% or better in PreAP Science and PreAP Math.

Notes: Formerly titled IPC; Integrated Physics and Chemistry. This class may not be used to complete one year science requirement. Offered as an additional science elective. This course does not receive high school credit.

Campus: Seabrook Intermediate School

This course lays the groundwork for high school chemistry and physics. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the concepts of physics and chemistry using practical applications relating to the following topics: properties of matter; changes in matter; solution chemistry, motion; waves; and energy transformations.

SOCIAL STUDIES

11641 Social Studies: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: None

Notes: 11644 Social Studies, Grade 6: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Social Studies: Grade 6, students study people and places of the contemporary world and basic Social Studies skills. Societies selected for study are chosen from the following regions of the world: Europe, Russia, and the Eurasian Republics, North America, Middle America, South America, Southwest Asia, North Africa, Sub-Sahara Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, culture, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. Various performance-based assessments, library research, and projects will be assigned and administered.

11645 Two-Way Immersion Social Studies: Contemporary World Cultures Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: Students who have successfully completed 5th Grade in a Two-Way Immersion Program or meet the Spanish language requirements.

Notes: Clear Creek Intermediate ONLY

This course is designed for students who have successfully completed 5th Grade in a Two-Way Immersion Program or meet the Spanish language requirements. The Contemporary World Cultures Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Contemporary World Cultures course for Grade 6. This course will be taught 100% in Spanish. In addition the TEKS for high school Spanish I and Spanish II will be integrated. Students may take the End of Course Examination for Spanish I and /or II for high school credit.

11642 Social Studies: Grade 6 (PreAP)

Duration: One Year

Grade Level(s): 6

Eligibility: See page 5

Notes: PreAP and G/T sections may be offered separately or in combination. Students must demonstrate high academic performance. Advanced-level products and independent research are required in this course. Summer Reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

Social Studies: Grade 6 (PreAP), offers a more advanced level of study. In addition to covering the major aspects of the people and places of the contemporary world, the course extends the study to include inclusion of more detailed emphasis upon use of primary materials and documents, comparative study of the contemporary world areas, and interdisciplinary focus. The emphasis is upon critical thinking, independent study and research. Various performance-based assessments, library research, and projects will be assigned and administered.

11643 Social Studies: Grade 6 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 6

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in Pre AP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Advanced-level products and independent research are required in this course. GT students are subject to District Probation, Furlough, Exit Procedures. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts. Summer Reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

Social Studies: Grade 6 (PreAP/GT) offers a more advanced level of study. In addition to covering the major aspects of the people and places of the contemporary world, the course extends the study to include inclusion of more detailed emphasis upon use of primary materials and documents, comparative study of the contemporary world areas, and interdisciplinary focus. The emphasis is upon critical thinking, independent study and research. Various performance based assessments, library research, and projects will be assigned and administered. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts.

11741 Social Studies: Grade 7

Duration: One Year

Grade Level(s): 7

Eligibility: Students must have passed 6th grade Social Studies.

Notes: 11744 Social Studies, Grade 7: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Social Studies: Grade 7, students study the history of Texas from early times to the present. Students examine in depth the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas. Students analyze the impact of scientific discoveries, technological innovations, and industries on the development of Texas. Global economic interdependence as it relates to Texas socioeconomic concerns will be emphasized. Students continuously use primary and secondary sources incorporating basic social studies skills to acquire information about Texas. Various performance-based assessments, library research, and projects will be assigned and administered.

11742 Social Studies: Grade 7 (PreAP)

Duration: One Year

Grade level(s): 7

Eligibility: See page 5

Notes: Students must demonstrate high academic performance. Advanced-level products and independent research are required in this course. Summer Reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

Social Studies: Grade 7 (PreAP), offers a more advanced level of study. Many of the concepts are the same as those in Texas History: Grade 7, except the presentation is more accelerated and in more detail. In addition to covering major aspects of Texas History, the course extends the study to include more analysis of primary materials and documents, as well as a comparative study of Texas with the history of the United States. The emphasis is upon critical thinking, independent study, and research. Various performance-based assessments, library research, and projects will be assigned and administered.

11743 Social Studies: Grade 7 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 7

Eligibility: Identified highly capable or identified GT; Minimum See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in Pre AP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Advanced-level products and independent research are required in this course. GT students are subject to District Probation, Furlough, Exit Procedures. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts. Summer Reading activities prior to the start of this course are required.

Campuses: ALL SCHOOLS

Social Studies: Grade 7 (PreAP/GT) offers, a more advanced level of study. Many of the concepts are the same as those in Texas History: Grade 7, except the presentation is more accelerated and in more detail. In addition to covering major aspects of Texas History, the course extends the study to include more analysis of primary materials and documents, as well as a comparative study of Texas with the history of the United States. The emphasis is upon critical thinking, independent study, and research, and projects will be assigned and administered. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts.

11841 Social Studies: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: Students must have passed 7th grade Social Studies.

Notes: 11844 Social Studies, Grade 8: Sheltered (for English Language Learners); LPAC approval required; See page 26.

Campuses: ALL SCHOOLS

In Social Studies: Grade 8, students study in depth the history of the United States from the early colonial period through Reconstruction, which is the first part of a two-year study of U.S. history. The second part, comprising U. S. history since Reconstruction to the present, is provided at the high school level. Historical content focuses on the political, economic, cultural and social events and issues related to the colonial and revolutionary eras; the creation and ratification of the U. S. Constitution, challenges to the early republic, westward expansion, sectionalism, Civil War, and Reconstruction. Using critical thinking skills, as well as basic social studies skills, including the identification of bias in written, oral, and visual material students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns in the past and present; analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system; examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents; evaluate the impact of supreme court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society; and evaluate the impact of scientific discoveries and technological innovations on the development of the U.S. Various projects and performance-based assessments will be included in the course.

11842 Social Studies: Grade 8 (PreAP)

Duration: One Year

Grade Level(s): 8

Eligibility: See page 5

Notes: Students must demonstrate high academic performance or will be subject to the District Probation Exit Procedure. Advanced-level products and independent research are required in this course. Summer Reading activities prior to start of this course are required.

Campuses: ALL SCHOOLS

Social Studies: Grade 8 (PreAP), offers a more advanced level of study. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, independent study of American History until Reconstruction, and interdisciplinary focus. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Students will be introduced to types of logic used in historical arguments. Library research, computer technology, writing skills, and an interest in the humanities are basic essentials. Various projects and performance-based assessments will be included in the course of study in preparation for the pre-advanced placement courses at the high school level.

11843 Social Studies: Grade 8 (PreAP/GT or Omega)

Duration: One Year

Grade Level(s): 8

Eligibility: Identified highly capable or identified GT; See page 5; Completion of OMEGA application and matrix.

Notes: This course is designed for the highly capable student and GT student. It is an interdisciplinary approach using GT strategies in PreAP/GT/Omega Language Arts, PreAP/GT/Omega Science, and PreAP/GT/Omega Social Studies. Students must meet the eligibility requirements of the OMEGA Program. Advanced-level products and independent research are required in this course. GT students are subject to District Probation, Furlough, Exit Procedures. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts.

Campuses: ALL SCHOOLS

Social Studies: Grade 8 (PreAP/GT), offers a more advanced level of study. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, independent study of American History until Reconstruction, and interdisciplinary focus. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Students will be introduced to types of logic used in historical arguments. Library research, computer technology, writing skills, and an interest in the humanities are basic essentials. Various projects and performance-based assessments will be included in the course of study in preparation for the pre-advanced placement courses at the high school level. The curriculum is interdisciplinary and is taught using GT strategies. This course must be taken with PreAP/GT/Omega Science, and PreAP/GT/Omega Language Arts.

HEALTH FITNESS

Health Fitness: Grade 6

11660 Girls; 11661 Boys

Grade Level(s): 6

Duration: One Year

Eligibility: None

Notes: Students in grade 6 are required to complete one full year of Health Fitness. A \$20.00 fee is required. Students may be scheduled in multi-grade level groupings.

Campuses: ALL SCHOOLS

In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students will exhibit physically active lifestyles and understand the relationship between physical activity and health throughout their life span. Students will gain detailed understanding of body function; learn to measure personal performance accurately; develop plans for improvement; and identify types of activities that provide personal enjoyment and challenge.

Health Fitness: Grade 7-8

11760 7th Girls; 11761 7th Boys; 11860 8th Girls; 11861 8th Boys

Grade Level(s): 7-8

Duration: One Semester/One Year

Eligibility: None

Notes: Students in grades 7 and 8 are required to complete anywhere from two semesters to two years of Health Fitness within the two-year period, as determined by individual campuses. A \$20.00 fee is required. Students may be scheduled in multi-grade level groupings.

Campuses: ALL SCHOOLS

In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students will exhibit physically active lifestyles and understand the relationship between physical activity and health throughout their life span. Students will gain detailed understanding of body function; learn to measure personal performance accurately; develop plans for improvement; and identify types of activities that provide personal enjoyment and challenge.

Athletics

Duration: One Year

Grade Level(s): 7-8

Eligibility: Successful completion of the tryout process as outlined by the coach.

Notes: A physical examination is required before participation is allowed. This exam must be completed by the second week of school in order to remain in the class. **A new physical is required each year.** Students must provide own transportation to and/or from practices scheduled before and/or after school hours. Transportation to and from athletic contests is provided by the school district.

Campuses: ALL SCHOOLS

This course is available as a substitute for Health Fitness. Athletic classes are available in the following sports—football, basketball, volleyball, track, tennis, cross-country and golf. Students enrolled in this course, and who have been approved by the coach to participate in the designated sport, are expected to attend additional practices and competitions outside of the intermediate school hours.

PE Waiver: Application for a PE Waiver must be submitted to the Clear Creek ISD PE/Health office by the last Friday of April of the previous school year for waivers to be reviewed for approval for the upcoming school year. Waivers will not be granted for team sports and individual sports offered at the intermediate level. Students approved for PE Waivers will be assigned to a study period in place of Health Fitness as determined by each campus. See your counselor regarding the PE waiver requirements and process.

Students planning on participating in Athletics at a Division I or Division II college or university should be aware of initial eligibilities required by the National Collegiate Athletic Association (NCAA). This information may be found at www.ncaa.org

MILITARY SCIENCE (LEADERSHIP DEVELOPMENT CORPS)

11935 Leadership Development Corps (LDC)

Duration: One Year

Grade Level(s): 6-8

Eligibility: None

Notes: LDC may substitute for PE credit; There is a \$30.00 activity fee for grades 6 - 8.

Campuses:

BASED UPON ENROLLMENT

The Leadership Development Corps is a Clear Creek ISD initiative founded in 1996. This course is designed to foster self-discipline, positive self-concept and a “can do” attitude. Topics of study include leadership principles and appreciating diversity, communications skills, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, drill, presentation and maintenance of the LDC uniform and rank identification. This course is based on the JROTC curriculum that lays the foundation and further interest in leadership and resource management training. Cadets wear a uniform one day per week for a weekly grade. The purpose of the Uniform is to promote unity and teamwork, practice self-discipline, attention to detail, and acquire leadership skills.

11936 Leadership Development Corps Level II (LDC)

Duration: one year

Grade Level(s): 7-8

Eligibility: Completion of Level I

Notes: LDC may substitute for PE credit; There is a \$30.00 Activity fee for grades 7-8.

Campus: **BASED UPON ENROLLMENT**

Based on the skills that were taught in LDC Level I, the LDC Level II student will lead small groups of Level I students (Squad and Platoon Level) in a structured environment. Topics of study include further and more in-depth discussions in leadership principles and appreciating diversity, team cohesion, communications skills, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, presentation and maintenance of the LDC uniform and rank identification. Cadets wear a uniform one day per week for a weekly grade.

11937 Leadership Development Corps Level III (LDC)

Duration: one year

Grade Level: 8

Eligibility: Completion of Level II

Notes: LDC may substitute for PE credit; There is a \$20.00 Activity fee for grade 8.

Campus: **BASED UPON ENROLLMENT**

Based on the skills that were taught in LDC Level II, the LDC Level III student will lead larger groups of Level I and Level II students (Company and Battalion Level) in a structured environment. Level III students learn to plan, organize and run team and Battalion activities. Topics of study include further and more in-depth discussions in leadership principles and appreciating diversity, team cohesion, book reviews on leadership topics, communications skills, current events, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, presentation and maintenance of the LDC uniform and rank identification. Cadets wear a uniform one day per week for a weekly grade.

GENERAL ELECTIVES

LANGUAGE ARTS

11655 Scientific Reading: Grade 6

Duration: One Semester

Grade Level(s): 6

Eligibility: None

Notes: This course replaces the traditional reading period in sixth grade.

Campuses: **Students in Seabrook Science Magnet Program Only**

In Scientific Reading: Grade 6, students master and refine previously learned language arts skills in increasingly complex scientific presentations, reading selections, and written compositions.

11755 Scientific Reading: Grade 7

Duration: One Semester

Grade Level(s): 7

Eligibility: None

Notes: This course replaces the traditional reading period in seventh grade.

Campuses: **Students in Seabrook Science Magnet Program Only.**

In Scientific Reading: Grade 7, students master and refine previously learned language arts skills in increasingly complex scientific presentations, reading selections, and written compositions.

11670/11770/11870/11877 Target Reading

11670 Grade 6; 11770 Grade 7; 11870 Grade 8; 11877 Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Eligibility: This course is required for those students who are unsuccessful on the reading and/or writing portion of the TAKS test.

Notes: This course is offered for elective credit only.

Campuses: **ALL SCHOOLS**

This course is required for students who have demonstrated non-mastery in reading on the Texas Assessment of Knowledge and Skills test or who wish to improve their reading and writing skills in preparation for the TAKS test. Students will be provided opportunities to apply reading and writing strategies to a variety of practical situations, enabling them to practice these skills on a daily basis. On some campuses students will use computer programs designed to strengthen and remediate reading and writing skills.

11674/11774/11874/11879 Target Reading, Sheltered (for English Language Learners)

11674 Grade 6; 11774 Grade 7; 11874 Grade 8; 11879 Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Notes: Only recent immigrant students with limited English proficiency may enroll; LPAC approval is required. This course is offered for elective credit only.

Reading offers ELL students supplemental instruction in word recognition, vocabulary building, and comprehension strategies in order to ensure that our ELL students have increased opportunity to read with competence, confidence, and understanding. These courses supplement the literacy instruction students receive in the ESOL classes. These courses are also designed to help English Language Learners improve their reading and writing skills in preparation for the TAKS test. On some campuses students will use computer programs designed to strengthen and remediate reading and writing skills.

11940 Journalism

Duration: One Year

Grade Level(s): 7-8

Eligibility: Application may be required

Notes: This course is offered for elective credit only.

Campuses: **BASED UPON ENROLLMENT**

Students actively participate in the production of the school yearbook and/or newspaper in this year-long course. Activities include extensive news, feature and editorial writing, interviewing, graphic design, photography, layout and paste-up, and advertising.

11945 Writing Academy

Duration: One Semester

Grade Level(s): 7

Eligibility: This course is required for those students who need additional writing instruction in preparation for the 7th grade TAKS writing test.

Notes: This course is offered for elective credit only.

Campus: **Clear Lake Intermediate School**

This course is required for students who have demonstrated a need for additional writing instruction in preparation for taking the TAKS writing test. Students will be provided opportunities to apply writing strategies to a variety of practical situations, enabling them to practice these skills on a daily basis.

11815 ESL (English as a Second Language) 8 Academic Support

Duration: One Year

Grade Level(s): 8

Eligibility: LPAC approval

Notes: Only students with limited English proficiency may qualify. Course placement will be determined by LPAC based upon student testing. This course is offered for elective credit only.

Campuses: **ALL SCHOOLS**

ESL (English as a Second Language) 8 Academic Support offers ELL students supplemental instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. Students develop competence in English, preparing them to be successful in all academic subjects. These courses supplement the English language instruction students receive in the ESL classes. Students may also receive academic support specifically geared for attaining success in other academic subjects.

MATHEMATICS

11671/11771/11871/11878 Target Math

11671 Grade 6; 11771 Grade 7; 11871 Grade 8; 11878 Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Eligibility: This course is required for students who are unsuccessful on the mathematics portion of the previous year's TAKS test.

Notes: None

Campuses: **ALL SCHOOLS**

This course is designed for students who have not passed the Texas Assessment of Knowledge and Skills test in 5th, 6th, or 7th grade, or who are in danger of not passing. Students will have additional opportunities to use manipulatives and work with supplementary hands-on activities. Problem solving activities will provide enrichment opportunities that enhance the traditional curriculum.

SCIENCE

11873 Target Science

Duration: One Semester/One Year

Grade Level(s): 8

Eligibility: 5th grade Science TAKS score below passing standard

Notes: Elective credit only

Campus: **BASED UPON ENROLLMENT**

This course is offered to 8th grade students who are struggling with science class. Students will have the opportunity to get one-on-one assistance, valuable re-teaching instruction, and strategies addressing a variety of learning styles to help them master the information required of the TEKS.

11931 Environmental Education

Duration: One Year

Grade level(s): 7-8

Eligibility: None

Notes: None

Campuses: **Westbrook Intermediate School**

In Environmental Education, students will study a variety of topics. Taxonomy will be discussed. Students will identify, study and grow native plants and understand their role in the ecosystem. They will study biotic and abiotic factors of the coastal wetlands and prairies that once covered the Galveston Bay watershed. They will conduct hands-on scientific experiments. Students will learn how their actions impact the ecosystem around them. This course focuses solely on local and native systems. Animal dissection is a required part of the curriculum in this course.

3021* Biology (PreAP/GT)

Duration: One Year

Grade Level(s): 8

Eligibility: Algebra I prerequisite or concurrent.

Notes: Course must be taken in addition to Grade 8: Science (PreAP recommended). Upon successful completion of each semester of this course, students will be awarded **one-half state high school science credit** toward graduation requirements. The high school level semester and final exams are required in this course. An experimental design project or four 9-week projects are required in this course.

Campuses: **BASED UPON ENROLLMENT**

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in biology study a variety of topics, including structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plant and the environment. Laboratory activities are presented as a combination of inquiry and confirmatory exercises, including animal dissection. Animal dissection is a required part of the curriculum. An experimental design project is a requirement in this course.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA, PENDING ACTION OF HOUSE BILL 3851. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

SOCIAL STUDIES

11872 Target Social Studies

Duration: One Year

Grade Level(s): 8

Eligibility: 7th grade failure on TAKS Reading test.

Notes: Elective credit only

11874 Target Social Studies: Sheltered; LPAC approval required; See page 26.

Campus: **BASED UPON ENROLLMENT**

This course is offered to 8th grade students who are struggling with social studies class and are having a difficult time comprehending the required reading. Students will have the opportunity to get one-on-one assistance, valuable re-teaching instruction, and a variety of learning styles to help them master the information required of the TEKS and TAKS.

11745 Gr. 7/11845 Gr. 8 Future Problem Solving

Duration: One year

Grade Level(s): 7-8

Eligibility: PreAP or GT level coursework recommended

Notes: Students must have passed a 6th grade Social Studies Course

Campus: **BASED UPON ENROLLMENT**

In Future Problem Solving, students learn and apply a six step problem solving process which provides them with the tools to tackle problems they will meet throughout their lives. The class features both competitive and noncompetitive activities where teams of students explore challenges and propose action plans to address complex societal problems. It is an interdisciplinary course designed to develop students' use of higher level thinking skills, such as synthesis, analysis, and evaluation. This course meets standards for curriculum and instruction in the following disciplines: language arts, social studies, science, the arts, math, geography, civics, technology, life skills, and behavioral studies.

11925 Teen Leadership

Duration: One semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00

Campuses: **BASED UPON ENROLLMENT**

Teen Leadership is a semester course designed to develop business, professional, and leadership skills in a nurturing environment. This course is highly interactive and offers many opportunities to participate in activities leading to self-awareness, making more responsible choices, handling peer pressure, better communication, having a positive attitude and, all and all, excelling in life! In Teen Leadership you learn and use the skills of a leader.

CAREER AND TECHNICAL EDUCATION (CTE) Restructure Course Crosswalk

Course Being Replaced	New Course - 2010
	Architecture and Construction
Exploring Construction Technology	Exploring Construction Technology I (1 semester)
Exploring Construction Technology	Exploring Construction Technology II (1 semester)
	Arts, AV Technology and Communication
Radio and TV Broadcasting I	Exploring Audio/Video Technology I (1 semester)
Radio and TV Broadcasting II	Exploring Audio/Video Technology II (1 semester)
	Hospitality & Tourism
NEW	Exploring Culinary Arts (1 semester)
	Human Services
Personal and Family Development, 1 HS credit	*21st Century Living (1 High School credit)
NEW	Creative Innovations (1 semester)
	Information Technology
Career Connections, 0.5 HS credit	*Computer Applications/Exploring Careers (0.5 High School credit)
	Manufacturing
Exploring Manufacturing Technology	Exploring Welding Technology I (1 semester)
Exploring Manufacturing Technology	Exploring Welding Technology II (1 semester)
	Science, Technology, Engineering, and Mathematics
Technology Education - Modular Lab	Technology Education - Modular Lab (1 semester)
NEW	*Gateway to Engineering - Advanced Design and Fabrication (0.5 High School credit)
NEW	*Gateway to Engineering – Advanced Aeronautics and Robotics (0.5 High School credit)
* course counts as a high school credit	

CAREER AND TECHNICAL EDUCATION

Connecting Intermediate School with High School, College, and Careers

7312* Computer Applications/Exploring Careers

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: Students must select either “Computer Applications/Exploring Careers” or “Technology Education – Modular Lab” in 8th grade; **Some campuses require both courses.** Students will receive high school credit when completing this course.

Campuses: **BASED UPON ENROLLMENT**

Students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will learn beginning level computer application skills in Microsoft Office - Word, Excel, PowerPoint, Publisher, and Access. Through the use of these computer applications, students will explore career areas of interest and will receive guidance on how to link their future goals to the selection of high school courses. Students will investigate a variety of career options within specific career concentrations and develop employability skills. Students will gain the information they need to map out a 4-year high school graduation plan that meets the requirements for graduation and entry into post-secondary options for career placement.

11921 Technology Education - Modular Lab

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00 Fee; Students must select either “Computer Applications/Exploring Careers” or “Technology Education – Modular Lab” in 8th grade. **Some campuses require both courses.**

Campuses: **BASED UPON ENROLLMENT**

This interactive, multimedia course introduces students to many different types of technologies used in today’s professions. Students will learn to problem-solve as a team using various applied technologies. The activities provide skills and academic development in career pathways such as computer graphics and animation, engineering, communications, computer aided drafting, flight technology, and alternative energy.

7901* Gateway to Engineering – Advanced Aeronautics and Robotics

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: \$10.00 Fee. Students will receive high school credit when completing this course.

Campuses: **BASED UPON ENROLLMENT**

Students will learn about structures, machine automation, computer control systems, rockets, propulsion, and what makes things fly. They will also design and build automated systems incorporating the principles of electronics and robotics to gain an enriched understanding of the contemporary mechanized world.

7902* Gateway to Engineering – Advanced Design and Fabrication

Duration: One Semester

Grade Level(s): 8

Eligibility: None

Notes: \$10.00 Fee. Students will receive high school credit when completing this course.

Campuses: **BASED UPON ENROLLMENT**

This course uses solid modeling to introduce students to the design process. Students apply scientific principles and concepts of simple machines and energy to solve real-world problems. They will use sketching techniques, measurement, and computer modeling to create prototypes for fabrication of dragsters, towers, and levitation cars.

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11920 Creative Innovations

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: None

Campuses: BASED UPON ENROLLMENT

Making a difference in the world by creating and owning a successful business is a goal that takes planning and effort. In this course, students will use their creativity to design and create a variety of products to be marketed to the student body, school personnel, and the community. Students will learn the basics of creating and operating a business from the ground up. They will learn about and implement business and marketing strategies such as advertising, promotions, product development, packaging, pricing, budgeting, and customer service.

11926 Exploring Culinary Arts

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00 Lab Fee

Campuses: BASED UPON ENROLLMENT

Exploring Culinary Arts is a laboratory course that will introduce the students to food preparation techniques, international cuisines, cooking methods, and career options within this field. Students will learn how to prepare various types of foods, basic nutrition, food safety and sanitation, professional work habits, and management techniques expected in the food industry.

7751* 21st Century Living

Duration: One Year

Grade Level(s): 8

Eligibility: None

Notes: \$20 Fee; Students will receive high school credit when completing this course.

Campuses: BASED UPON ENROLLMENT

This exploratory course provides individuals with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills essential for success in high-skill, high-demand careers. This laboratory course will enable students to investigate units of study in the human services cluster, including the impact of nutrition on development and wellness, counseling and mental health, early childhood development, family and community, and personal care.

11914 Exploring Audio/Video Production I

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00 Fee;

Campuses: BASED UPON ENROLLMENT

Exploring Audio/Video Production introduces the student to all phases of video production including concept development, scripting, preproduction, camera work, editing, sound mixing, and postproduction. Emphasis will be on the various technologies associated with video production. Students will be provided with an overview of the media industry and will learn the basic create, edit, and render skills needed to design and produce multimedia presentations that use video and audio resources.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA, PENDING ACTION OF HOUSE BILL 3851. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

11915 Exploring Audio/Video Production II

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Prerequisite(s): Exploring Audio/Video Production I

Notes: \$10.00 Fee

Campuses: **BASED UPON ENROLLMENT**

This course is a continuation of Exploring Audio/Video Production I. It provides students with the opportunity to learn more advanced audio and video production skills. In addition to developing the technical knowledge needed to design and produce multimedia presentations, they will also learn the knowledge and skills needed for success in the Arts, Audio/Visual Technology, and Communications career cluster area.

11918 Exploring Welding Technology I

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00 Fee

Campuses: **BASED UPON ENROLLMENT**

This exploratory course is designed for students to investigate the types of activities performed in the manufacturing industry through laboratory experiences. Students explore the skills and technologies of these industries. Content includes the application of technology, the design of products and services; emerging and innovative technologies; safety and maintenance of technology; marketing; technology-related career explorations; and relevant codes, laws and standards. Activities include designing and drafting, manufacturing parts, using tools and machines, and planning a manufacturing project.

11919 Exploring Welding Technology II

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$10.00 Fee

Campuses: **BASED UPON ENROLLMENT**

This course is a continuation of Exploring Welding Technology I. Students will gain further instruction in the skills and technologies in the metal technology and machining industry. Topics include; metal types, shop safety, hand tools, metal trades, sheet metal, and understanding blueprints.

11916 Exploring Construction Technology I

Duration: One Semester

Grade Level(s): 7-8

Eligibility: None

Notes: \$15.00 Fee

Campuses: **BASED UPON ENROLLMENT**

This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry, including hand and power tools. Students will demonstrate basic safety. Introduction to construction math and technical drawings will be explored.

11917 Exploring Construction Technology II

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Exploring Construction I

Notes: \$15.00 Fee

Campuses: **BASED UPON ENROLLMENT**

This course is a continuation of Exploring Construction Technology I. Students will design and construct various types of projects. They will continue to learn construction skills, including drawings and presentations. Proper safety, operation of hand tools, and power tools will be demonstrated by students.

VISUAL AND PERFORMING ARTS

The intermediate school art program offers a comprehensive art education that provides students enriched opportunities for creative expression. These courses are designed for students who wish to learn to draw, paint, design, sculpt, study the great masters of art, and develop confidence in their creative expression. Elements of art history, production, aesthetics, and criticism will be included. Varying levels of instruction are offered.

FINE ARTS – ART

11900 Art: Introduction Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: None

Notes: \$20.00 Fee

Campuses: ALL SCHOOLS

Art: Introduction Grade 6 is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements and principles of design. The art studio is a creative, fun environment, rich with experiences to personally develop every student.

11909 Art: Two-Dimensional

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Art (Introduction Grade 6) preferred

Notes: \$10.00 Fee

Campuses: ALL SCHOOLS

Art: Two-Dimensional is a semester course with concentration on the development of creative and personal expression in 2-dimensional artwork such as: drawings, paintings, prints, mixed media, collage, and graphic design. The art studio is a creative, fun environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics.

11910 Art: Three-Dimensional

Duration: One Semester

Grade Level(s): 7-8

Eligibility: Art: Two-Dimensional

Notes: \$10.00 Fee

Campuses: ALL SCHOOLS

Art: Three-Dimensional Art is a semester course with concentration on the development of creativity, global and cultural awareness, and personal expression in 3-dimensional artwork such as sculptures, ceramics, fibers, and assemblage. The art studio is a creative, fun environment, rich with experiences to personally develop every student. Emphasis is placed on art production, history, analysis, and aesthetics.

11911 Art: Advanced

Duration: One Year

Grade Level(s): 8

Eligibility: Successful completion of Art: Two-Dimensional, Art: Three-Dimensional, or portfolio submission.

Notes: \$25.00 Fee

Campuses: ALL SCHOOLS

Art: Advanced is a comprehensive full-year course that provides the student with extended and advanced experiences in expressing himself inventively and imaginatively through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists and styles and the elements and principles of design. The art studio is a creative, fun environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics.

11912 Art: Studio (PreAP)

Duration: One Year

Grade Level(s): 8

Eligibility: Successful completion of Art Two Dimensional, Art Three Dimensional, and portfolio submissions.

Notes: \$25.00 Fee; Students must demonstrate high artistic performance.

Campuses: ALL SCHOOLS

Art Studio PreAP is a full-year course. This portfolio course is designed to address a broad interpretation of both two and three dimensional design issues in an independent study format. Students will select the area of emphasis and develop a portfolio of artwork that demonstrate a breadth of work in a variety of media. They will also develop a concentration of artwork based upon a selected theme. The course involves significantly more commitment and is intended for students who are highly motivated and seriously committed to the study of art. **PreAP Art is designed to prepare students for future success in the High School Advanced Placement studio courses.** Successful completion of the portfolio could result in students placing out of high school Art I.

11913 Introduction to Graphic Digital Design

Duration: One Semester

Grade Level(s): 7-8

Eligibility: 6th grade Introduction Art or Two-Dimensional Art or Three Dimensional Art.

Notes: \$10.00

Campuses: Brookside Intermediate School; Westbrook Intermediate School

This course extends the students artistic understanding and expression through the use of the digital medium. Emphasis will be placed on the development of the elements and principles of design through digital expression and illustration. Students will create electronic works of art such as paintings, drawings, photography and mixed media using the scanner, digital camera and selected software packages.

FINE ARTS – BAND

The intermediate school band program offers a comprehensive instrumental music education that provides outlets for creativity for students who wish to learn to play musical instruments. Elements of music history, performance, reading and writing music, and evaluation are included. Varying levels of instruction are offered. Band classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11960 Band: Beginner

Duration: One Year

Grade Level(s): 6-8

Eligibility: None

Notes: Most instruments must be purchased or rented. Uniform dress may be required.

Campuses: ALL SCHOOLS

This is an introductory year with emphasis placed on music understanding and learning the fundamentals of the specific instrument selected for each student. Classes are divided into like instrument classes and are taught during the school day. In schools with smaller student populations, like instrument families may be grouped. Students culminate their musical studies through concert performance. The students are prepared for participation in the 7th/8th grade bands in the following years.

11977/11978 Band: Intermediate Performing

Duration: One Year

Grade Level(s): 7-8

Eligibility: Band: Beginner and/or Audition

Notes: Most instruments must be purchased or rented. Uniform dress may be required.

Campuses: ALL SCHOOLS

Experienced music students are divided into performing ensembles by auditions. Musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at various school functions. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight Reading Contest, and Region Band auditions.

11979 Band: Advanced Performing

Duration: One Year

Grade Level(s): 7-8

Eligibility: Band: Beginner and/or Audition

Notes: Most instruments must be purchased or rented. Uniform dress may be required.

Campuses: ALL SCHOOLS

Experienced music students are divided into performing ensembles by auditions. Advanced musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at advanced levels of difficulty. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight Reading Contest, and Region Band auditions.

FINE ARTS – CHOIR

The intermediate school choir program offers a comprehensive vocal music education that provides creative outlets for students who wish to learn to sing and move rhythmically. Elements of music history, performance, reading and writing music, and evaluation will be included. Varying levels of instruction are offered. Choir classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11982/11984 Choir: Beginner (11982 Girls; 11984 Boys)

Duration: One Year

Grade Level(s): 6-8

Eligibility: None

Notes: \$20.00 Fee

Campuses: ALL SCHOOLS

This introductory course emphasizes the basic knowledge of musical terms, theory, sight-reading, and vocal production. Elements of music history, performance, reading and writing music, and evaluation will be included. Choir provides students with an opportunity to explore and perform a variety of forms of vocal music and to perform in concerts. Occasional rehearsals and performances may be required before and after school, evenings or weekends.

11985/11986 Choir: Intermediate Performing (11985 Int. Tenor/Bass and 11986 Int. Treble)

Duration: One Year

Grade Level(s): 7-8

Eligibility: Audition

Notes: \$20.00 Fee

Campuses: ALL SCHOOLS

Choir in the seventh and eighth grades expands upon the basic knowledge of musical terms, sight-reading, and theory. Elements of music history, performance, reading and writing music, and evaluation will be included. The students are provided with an opportunity to participate in several musical activities including All-Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Contest in addition to the regularly scheduled concerts and performances. Occasional rehearsals and performances may be required before and after school, evenings or weekends.

11987/11988/11989 Choir: 11987 Adv Tenor/Bass; 11988 Adv Performing; 11989 Adv Treble

Duration: One Year

Grade Level(s): 7-8

Eligibility: Choir: Intermediate and/or Audition

Notes: \$20.00 Fee

Campuses: ALL SCHOOLS

The advanced choir provides opportunities for the students to sing a wider variety of choral literature, including a higher level of musical and harmonic complexity. Ear training experiences are included to stimulate higher-level thinking skills. The students have many performance opportunities including All Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Contest. Several rehearsals and performances are required before and after school, evenings or weekends.

FINE ARTS – MUSIC

11980 General Music

Duration: One Semester

Grade Level(s): 6-8

Eligibility: None

Notes: \$10.00 Fee

Campuses: Seabrook Intermediate School

The general music course is a non-performance music class for students in grades 6, 7, or 8. An introduction to a broad range of musical styles and periods will be presented. Students will develop basic music reading and writing skills through an introduction to keyboard instruction on the piano. Opportunities to see live performances will be made available through guest performances and field trips.

FINE ARTS – ORCHESTRA

Orchestra provides many fun and unique opportunities for students who wish to play a stringed instrument. Classes are designed to suit student needs from beginning through advanced levels. Classes meet during school hours. Elements of music history, performance, reading and writing music, and evaluation will be included. Orchestra performances include a wide variety of music on and off campus. Occasional rehearsals and performances may be required before and after school or evenings.

11990 Orchestra: Beginner Strings

Duration: One Year

Grade Level(s): 6-8

Eligibility: None

Notes: Most instruments must be purchased or rented.

Campuses: ALL SCHOOLS

No previous instrumental or musical experience is necessary. In this introductory orchestra course, students will be introduced to and develop skills on stringed instruments such as the violin, viola, cello, and bass. Harp may also be offered for students who have had 2 years of piano training. Skills developed in this course will prepare students for intermediate/advanced orchestra.

11994 Orchestra: Intermediate Performing

Duration: One Year

Grade Level(s): 6-8

Eligibility: Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

Notes: Most instruments must be purchased or rented. Uniform dress may be required.

Campuses: ALL SCHOOLS

This course is designed for intermediate level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campuses. Occasional rehearsals, competitions and performances may be required before and after school, evenings or weekends.

11996 Orchestra: Advanced Performing

Duration: One Year

Grade Level(s): 6-8

Eligibility: Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

Notes: Most instruments must be purchased or rented. Uniform dress may be required.

Campuses: ALL SCHOOLS

This course is designed for advanced-level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. Skills developed in this course will prepare students for high school orchestra. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campus. Rehearsals, competitions, and performances will be required before and after school, evenings, or weekends.

FINE ARTS – THEATRE

The intermediate school theatre programs offer a comprehensive theatrical education that provides creative outlets for students who wish to learn to act, direct, build sets, and develop confidence in creative and public speaking. Elements of theatre history, performance, reading and writing scripts, and evaluation will be included. Varying levels of instruction are offered. Theatre classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11904 Theatre Arts: Introduction to Theatre

Duration: One Year

Grade Level(s): 6-8

Eligibility: None

Notes: None

Campuses: ALL SCHOOLS

Introduction to Theatre is a course designed for students who have never had any experience in theatre. This course provides a basic knowledge and appreciation of drama while giving students opportunities to perform in a classroom setting. The development of characterization, body awareness, spatial perception, and the analysis of the role of the theatre will be emphasized. This course provides students with self-esteem-building opportunities through performance.

11905 Theatre Arts: Intermediate Theatre

Duration: One Semester or One Year

Grade Level(s): 7-8

Eligibility: 6th Grade Theatre Arts preferred

Notes: None

Campuses: ALL SCHOOLS

This course provides a basic and intermediate knowledge of drama while giving students opportunities to perform in a variety of acting events. It also gives students self-esteem building opportunities through performance and preparation for participation in Theatre Arts Production.

11906 Theatre Arts: Production

Duration: One Year

Grade Level(s): 8

Eligibility: Theatre Arts 7th grade and/or Audition

Notes: Students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

Campuses: ALL SCHOOLS

This course is an advanced class in dramatic elements. All aspects of theatre arts are taught including: portraying characters, movement, dialogue, analysis of scripts and theatre history, and comparison of career and vocational opportunities in theatre. Students are provided many opportunities to perform throughout the year to prepare them for Theatre Arts I in high school. The performing theatre classes also provide opportunities for individual and group performance through activities such as UIL One-Act Play Festival, and drama festivals.

11907 Musical Theatre

Duration: One Year

Grade Level(s): 7-8

Eligibility: Introduction to Theatre, Intermediate Theatre, or Audition.

Notes: Students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

Campuses: Brookside Intermediate School

Students will explore musical theatre history and develop concepts relating to self-expression, character, and team building through musical theatre. Students will use the voice and body to expressively create dramatizations in musical theatre in a minimum of one full musical production per year.

LANGUAGES OTHER THAN ENGLISH (LOTE)

5200* Spanish IA

Duration: One Year

Grade Level(s): 7

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: BASED UPON ENROLLMENT

Spanish IA is the first course in a two-course series that has been carefully designed to meet the Texas State Standards (TEKS). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. In this course, Spanish students learn to spell and count, introduce themselves and greet others in Spanish. They also learn to describe friends, family, belongings, where they live, what they eat and a typical school day. Students talk about responsibilities and everyday activities, answer questions, and discuss plans for the near future. Grammar concepts include noun-adjective agreement, basic verb conjugation in the present indicative tense, common irregular verbs like “ser” and “estar”, and the simple future tense form. Basic cultural information from all Hispanic Countries is also introduced. This course is offered to 7th graders for one year and is worth .5 high school credit if successfully completed. Upon successful completion of Spanish IB, students will have 1 full high school credit.

5202* Spanish IB

Duration: One Year

Grade Level(s): 8

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: BASED UPON ENROLLMENT

Spanish IB is the second course in a two-course series carefully designed to meet the Texas State Standards (TEKS). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Students must have successfully completed Spanish IA to be enrolled in this course. Spanish IB students learn to talk about sports, health, daily routines, summer and winter activities, and future plans. Grammar concepts include continued use of regular and irregular present indicative tense, direct and indirect object pronouns, reflexive pronouns, infinitives, adjectives, the preterite tense of regular and some irregular verbs, and the present progressive tense. Basic cultural information from all Hispanic Countries is continued. This one-year course is offered to 8th graders who have successfully completed Spanish IA in 7th grade and is worth .5 high school credit if successfully completed. *Upon successful completion of Spanish IB, students will have 1 full high school credit.*

5201* Spanish I

Duration: One Year

Grade Level(s): 7-8

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: BASED UPON ENROLLMENT

This high school level course introduces students to the basic sounds and structure of the Spanish language. Equal emphasis is given to the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language, and the culture of the world’s Spanish-speaking people is highlighted. The curriculum, resources, materials and assessments used in this course will be the same as those used in high school Spanish I classes.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA, PENDING ACTION OF HOUSE BILL 3851. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

5203* Spanish I (PreAP)

Duration: One Year

Grade Level(s): 7-8

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: **BASED UPON ENROLLMENT**

This course is an introductory course to the basic sounds and structure of Spanish language. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Spanish exam.

5211* Spanish II

Duration: One Year

Grade Level(s): 8

Eligibility: Spanish I

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: **BASED UPON ENROLLMENT**

This high school level course is a continuation of Spanish I, including further work in the four skills of listening, speaking, reading, and writing. Increasing vocabulary and focusing on more complex grammatical structures are emphasized. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish II classes.

5213* Spanish II (PreAP)

Duration: One Year

Grade Level(s): 8

Eligibility: Spanish I

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: **BASED UPON ENROLLMENT**

Spanish II PreAP is a continuation of the study of the Spanish language at the novice level. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. In this course, students learn more complex vocabulary and grammatical structures in order to expand their communication skills. One of the objectives of Spanish II PreAP is to provide students the competencies necessary for success on the AP Spanish Language Exam.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA, PENDING ACTION OF HOUSE BILL 3851. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

5001* French I

Duration: One Year

Grade Level(s): 7-8

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: **BASED UPON ENROLLMENT**

This high school level course introduces students to the basic sounds and structure of the French language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's French-speaking people is also highlighted. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school French I classes.

5002* French I (PreAP)

Duration: One Year

Grade Level(s): 7-8

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation. The grade in this class will not be adjusted for the purpose of computing academic honors. *This course will **not** count for high school grade points or class rank.* The high school level semester and final exams are required for this course. This course is taught at high school level.

Campuses: **BASED UPON ENROLLMENT**

This course is an introductory course to the basic sounds and structure of French language. It is designed for students who have chosen to examine French in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP French exam.

* COURSES RECEIVE HIGH SCHOOL CREDIT BUT WILL NOT COUNT IN HIGH SCHOOL GPA, PENDING ACTION OF HOUSE BILL 3851. ACCORDING TO POLICY EIF (LOCAL), STUDENTS IN GRADES 9-11 MUST BE ENROLLED IN A MATH, SCIENCE AND SOCIAL STUDIES COURSE.

WAVE GT Magnet

In 1996, Clear Creek Independent School District established an intermediate gifted and talented magnet at Webster Intermediate School, known as Webster Academy-Visions in Education (WAVE). The WAVE program is currently housed at Westbrook Intermediate School and has expanded to almost 800 students. This GT magnet academy brings together gifted and talented students from across the District for the opportunity to interact with their intellectual peers and to participate in a learning environment designed to facilitate and expand their opportunities and experiences.

WAVE also helps the students to understand themselves and assists them in the development of social relationships. Below are some of the unique attributes of WAVE:

- * Differentiated, interdisciplinary, challenging academic classes
- * Curriculum tied to universal themes and real-world issues
- * Advanced-level, real-world products and activities
- * Language arts/reading integrated into one compacted literature-based course
- * Acceleration in mathematics as needed
- * Advanced technology integrated throughout course work
- * Sixth grade WAVE Basics class for cognitive, physical, social/emotional, and leadership development
- * WAVE mini-course opportunities based on the research of Joseph Renzulli
- * Independent study
- * Awareness of the social and emotional needs of gifted students

WAVE GT Magnet Program Design: The academic core and other required WAVE courses, based on the research of Joseph Renzulli and Sandra Kaplan, are differentiated, interdisciplinary, and challenging. Advanced level, real-world products and activities are tied to universal themes and other real world issues. Language arts/reading is compacted into one literature based course. WAVE mini-courses provide opportunities for student choice and real-world application. The social and emotional needs of gifted students are addressed on a daily basis. Each WAVE teacher has obtained or is pursuing a State GT Certification. Many teachers have masters' level courses in gifted education.

WAVE GT Magnet Program Eligibility: All students who have been identified by the Clear Creek Independent School District Gifted and Talented Education Program are eligible to apply to the WAVE GT Magnet. A student must also score 9 points or above on the WAVE Language Arts Compaction Matrix to be eligible for the compacted, interdisciplinary, gifted and talented language arts curriculum offered at WAVE.

WAVE PreAP/GT Compacted Language Arts: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: CCISD identified GT and qualified for language arts compaction via the WAVE Language Arts Matrix

Notes: Summer reading and assignments prior to the course are required.

Campus: **WAVE GT MAGNET AT WESTBROOK**

In WAVE GT Compacted Language Arts: Grade 6, students increase and refine the skills specified in sixth grade language arts. This inter-disciplinary course is focused on a universal theme. It is literature-based and designed to increase and refine skills in critical thinking, high level reading, writing, and presentation skills. Since the course is compacted into one period, students are expected to have basic skills in grammar/usage, reading, and essay writing, determined through the WAVE Language Arts Matrix required for entrance into WAVE.

WAVE PreAP/GT Social Studies: Grade 6

Duration: One Year**Grade Level(s):** 6**Eligibility:** WAVE enrollment**Notes:** None**Campus:** WAVE GT MAGNET AT WESTBROOK

In WAVE GT Social Studies: Grade 6, students increase and refine the skills specified in the sixth grade social studies course description. This inter-disciplinary course is focused on a universal theme and on the people, the geography, and the real-world issues of the historical and contemporary world. Students will learn to use primary sources, research, and critical thinking to produce professionally appropriate products. Classroom activities will include simulations, interactive media lectures, essay writing, and experiential exercises.

WAVE PreAP/GT Science: Grade 6

Duration: One Year**Grade Level(s):** 6**Eligibility:** WAVE enrollment**Notes:** None**Campus:** WAVE GT MAGNET AT WESTBROOK

In WAVE GT Science: Grade 6, students increase and refine their knowledge and experiences in the concepts of science as specified in the sixth grade science course description. This inter-disciplinary course is focused on a universal theme and curriculum concepts are applied to current unanswered questions and issues. Students are responsible for hands-on laboratory experiences, student-directed/independent research and experimentation, and professionally appropriate products. All 6th grade WAVE students are required to complete an original, data-collecting experiment that most enter in the school's science fair.

WAVE PreAP/GT Compacted Language Arts: Grade 7

Duration: One Year**Grade Level(s):** 7**Eligibility:** CCISD identified GT and qualified for language arts compaction via the WAVE Language Arts Matrix, and WAVE enrollment**Notes:** Summer reading and assignments prior to the course are required.**Campus:** WAVE GT MAGNET AT WESTBROOK

In WAVE GT Compacted Language Arts: Grade 7, students increase and refine the skills specified in sixth grade language arts. This inter-disciplinary course is focused on a universal theme. It is literature-based and designed to increase and refine skills in critical thinking, high level reading, writing, and presentation skills. Since the course is compacted into one period, students are expected to have superior skills in grammar/usage, reading, and essay writing.

WAVE PreAP/GT Social Studies: Grade 7

Duration: One Year**Grade Level(s):** 7**Eligibility:** WAVE enrollment**Notes:** None**Campus:** WAVE GT MAGNET AT WESTBROOK

In WAVE GT Social Studies: Grade 7, Texas history, students increase and refine the skills specified in the seventh grade social studies course description. This inter-disciplinary course is focused on a universal theme and on the people, the geography, and the real-world issues of the historical and contemporary Texas. Students will learn to use primary sources, research, and critical thinking to produce professionally appropriate products. Classroom activities will include simulations, interactive media lectures, essay writing and public speaking, and experiential exercises.

WAVE PreAP/GT Science: Grade 7

Duration: One Year**Grade Level(s):** 7**Eligibility:** WAVE enrollment**Notes:** None**Campus:** WAVE GT MAGNET AT WESTBROOK

In WAVE GT Science: Grade 7, students increase and refine their knowledge and experiences in the concepts of science as specified in the seventh grade science course description. This inter-disciplinary course is focused on a universal theme and curriculum concepts are applied to current unanswered questions and issues. Students are responsible for hands-on laboratory experiences, student-directed/independent research and experimentation, and professionally appropriate products. All 7th grade WAVE students are required to complete an original, data-collecting experiment that most enter in the school's science fair.

WAVE PreAP/GT Language Arts: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: CCISD identified GT and WAVE enrollment

Notes: Summer reading and assignments prior to the course are required.

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Language Arts: Grade 8, students increase and refine the skills specified in eighth grade language arts. This inter-disciplinary course is focused on a universal theme. It is literature-based and designed to increase and refine skills in critical thinking, high level reading, writing, and presentation skills. Students are expected to have superior skills in grammar/usage, reading, and essay writing, with the goal of successful preparation for high school Pre-AP English I. All students will complete one of the Texas Education Agency's Performance Standards Projects for 8th grade Gifted and Talented Students.

WAVE PreAP/GT Social Studies: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: WAVE enrollment

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Social Studies: Grade 8, US history, students increase and refine the skills specified in the eighth grade social studies course description. This inter-disciplinary course is focused on a universal theme and on the ideas, the people, the geography, and the events of historical United States, with a goal of better understanding the current issues facing the nation. Students will learn to use primary sources, research, and critical thinking to produce professionally appropriate products. Classroom activities will include simulations, interactive media lectures, shared inquiry, essay writing, and experiential exercises. All students will complete one of the Texas Education Agency's Performance Standards Projects for 8th grade Gifted and Talented Students.

WAVE PreAP/GT Science: Grade 8

Duration: One Year

Grade Level(s): 8

Eligibility: WAVE enrollment

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Science: Grade 8, students increase and refine their knowledge and experiences in the concepts of science as specified in the eighth grade science course description. This inter-disciplinary course is focused on a universal theme and curriculum concepts are applied to current unanswered questions and issues. Students are responsible for hands-on laboratory experiences, student-directed/independent research and experimentation, and professionally appropriate products. All 8th grade WAVE students are required to complete an original, data-collecting experiment that most enter in the school's science fair. All students will complete one of the Texas Education Agency's Performance Standards Projects for 8th grade Gifted and Talented Students.

WAVE PreAP/GT Mathematics: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: WAVE enrollment/6th and 6th grade PreAP qualifications

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Mathematics: Grade 6, students increase and refine their knowledge and experiences in the concepts of mathematics as specified in the sixth and seventh grade mathematics course description. This inter-disciplinary course is focused on a universal theme. Students are responsible for hands on explorations and use of data and critical thinking to produce professionally appropriate products.

WAVE PreAP/GT Mathematics: Grade 7

Duration: One Year

Grade Level(s): 6-7

Eligibility: WAVE enrollment and WAVE GT Mathematics Grade 6 and 7th PreAP qualification on CCISD Math Matrix or WAVE math screening.

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Mathematics: Grade 7, students increase and refine their knowledge and experiences in the concepts of mathematics as specified in the seventh and eighth grade mathematics course description. This inter-disciplinary course is focused on a universal theme. Students are responsible for hands on explorations, technology explorations, abstract thinking and production of professionally appropriate products.

WAVE PreAP/GT Mathematics: Grade 8

Duration: One Year

Grade Level(s): 7-8

Eligibility: WAVE enrollment and WAVE GT Mathematics Grade 7 and 8th PreAP qualification on CCISD Math Matrix

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In WAVE GT Mathematics: Grade 8, students increase and refine their knowledge and experiences in the concepts of mathematics as specified in the eighth grade PreAP mathematics course description. This inter-disciplinary course is focused on a universal theme. Students are responsible for hands on explorations, technology explorations, abstract thinking, introductory algebra and the production of professionally appropriate products.

WAVE Basics: Grade 6

Duration: One Year

Grade Level(s): 6

Eligibility: WAVE Enrollment

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

In conjunction with 6th grade health/fitness, the purpose of the WAVE Basics course is to develop the GT student cognitively, physically, socially, and emotionally, with the goal of nurturing a well-rounded, gifted individual. First semester topics include organizational skills, technology, creativity, problem solving, communications, and introspection. During the second semester students apply what they have learned about themselves to a continued development of themselves as a team and community member. Research and product development are also included in this course. Development begun in WAVE Basics is continued throughout the three years of WAVE participation.

WAVE Mini-course

Duration: One Year

Grade Level(s): 6-8

Eligibility: WAVE Enrollment

(multi-age grouping)

Notes: \$20.00 Fee

Campus: WAVE GT MAGNET AT WESTBROOK

The WAVE mini-course meets in an extended block of time. Students have the opportunity to select inter-disciplinary mini-courses, develop independent study projects, or participate in real-world endeavors and product development. When appropriate, classes leave campus for on-site experiences. Topics of study vary according to availability of opportunities and instructors.

WAVE Investigations in Technology

Duration: One Year

Grade Level(s): 7-8

Eligibility: WAVE Enrollment and Portfolio Evaluation

(multi-age grouping)

Notes: None

Campus: WAVE GT MAGNET AT WESTBROOK

This course will give students the opportunity to explore advanced computer applications and to create or participate in the development of products utilizing that technology. Photoshop, Dreamweaver and more advanced tasks in Microsoft Office are some of the applications with which students will become adept. Web design, informational and promotional publications and productions, and graphic design are among the professional level products that students will have the opportunity to produce. 7th and 8th grade students enrolling in this course must demonstrate proficiency in Microsoft Office applications through an evaluation of their individual portfolios during the spring semester of the previous year.

INTERMEDIATE SCHOOL COURSE PLANNING SHEET

GRADE 6

<i>UNITS</i>	SUBJECT	FALL SEMESTER	SPRING SEMESTER
1	Math		
1	Science		
1	Social Studies		
2	Integrated LA		
1	Health Fitness		
1	Target or Elective		

GRADE 7

<i>UNITS</i>	SUBJECT	FALL SEMESTER	SPRING SEMESTER
1	Math		
1	Science		
1	Social Studies		
2	Integrated LA		
1	Health Fitness		
1	Target or Elective		

GRADE 8

<i>UNITS</i>	SUBJECT	FALL SEMESTER	SPRING SEMESTER
1	Math*		
1	Science		
1	Social Studies		
1	Integrated LA		
1	Health Fitness (Elective if Health Fitness is completed)		
1	**Computer Applications/Exploring Careers or Technology Education		
1	Target or Elective		

Students in grades 7 and 8 shall be required to complete a minimum of two semesters of Health Fitness within the two-year period. Students may select additional units in Health Fitness.

* Some campuses may have additional Math requirements.

** Eighth grade students must take either Computer Applications/Exploring Careers or Technology Education. Some campuses require both Computer Applications/Exploring Careers and Technology Education.

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*Courses designated with an asterisk earn high school credit



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